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ABSTRACT

Course descriptions, achievement levels, objectives, suggested required and supplementary materials, course outlines, time allotments, suggested teaching approaches, film and book lists, and bibliographies for teachers are provided for each of 25 elective English courses which are phased on five levels for high school juniors and seniors. Each course comprises 9 weeks of study with a minimum of four English courses required of each student per year. Subject areas covered include American literature and folklore, English literature, Kentucky literature, speech, composition and creative writing, vocational English, research processes, theatre arts, short stories and great books of world literature, and history of the English language. [Not available in hard copy due to marginal legibility of original document.] (MF)

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ED043647

PHASE-ELECTIVE ENGLISH

An Experimental Program
for Grades Eleven and Twelve
East Hardin High School
Summer, 1970

HARDIN COUNTY PUBLIC SCHOOLS

Charlie Akins. . . . . Superintendent
Cletus Coats . . . . Assistant Superintendent for Instruction
Bobby Humes. . . . . .Federal Coordinator

TE 002 102

+4

Hardin County Board of Education
P. O. Box 338
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FOREWORD

The curriculum at East Hardin High School now includes the Phase-Elective English program for juniors and seniors. This change from the traditional approach was planned after the English faculty and administrator were convinced that the Phase-Elective program offers more opportunities for achievement in the language arts program.

Twenty-five courses were selected by the English faculty and students for the experimental program. Each course comprises nine weeks of study, and each student is required to take a minimum of four English courses per year. The cost of the program to the individual student does not exceed usual textbook expenditures.

Each course is given a phase rating from 1 to 5. Non-college bound students or those who have experienced difficulty with English are encouraged to select from phases 1-3. Those students who plan to attend college and who have been successful in previous English courses are urged to select courses from phases 3-5. Those students who have had success in previous English courses but do not plan to attend college are also urged to select courses from higher phases.

We would like to thank the Hardin County Board of Education and the State Department of Education for permission to initiate this experimental program. Thanks also go to Allen County High School and Jeffersontown High School for their contributions in curriculum development. Special acknowledgment must be given for the encouragement and assistance given by Mrs. Martha Ellison, Coordinator of Curriculum Development, State Department of Education.

Don Cothran

Don Cothran, Principal
East Hardin High School

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PRACTICAL ENGLISH (Phases 1-3)

Course Description

In Practical English attention will be directed toward the development of skills in the mechanics of writing and toward the improvements of appropriate classroom English usage.

Achievement Level

The student should be aware of language deficiencies and have a desire to overcome these deficiencies in one or more of the language areas.

Objectives

Appropriate English experiences will be made available to the students so that they may become aware of their needs.

Reading, writing, listening, and speaking opportunities will be afforded to students in order that they may reach a higher degree of efficiency.

To help the students to gain confidence through an acquired knowledge of mechanics of grammar and writing.

Materials Provided for Students

Workbook

Filmstrips

Records

Transparencies

Material Provided by Student

Loose leaf notebook

Course Outline

I. Introduction

II. Inventory test

III. Parts of speech

- A. Nouns
- B. Verbs
- C. Adjectives
- D. Adverbs

IV. Function Words

- A. Determiners
- B. Auxiliaries
- C. Intensifiers

V. Sentences

- A. Definition
- B. Patterns
- C. Types

VI. Punctuation

VII. Capitalization

Nine Weeks' Plan

Week 1

Discuss course requirements and the possible outcome.

Discuss with students correct and incorrect grammar usage and the importance of improving language skills.

Administer inventory tests.

Week 2

Begin study of nouns and verbs.

Plans should be quite flexible to provide drill on most troublesome parts of speech.

Oral drill on use of verbs.

Written assignment at end of week.

Week 3

Work the third week will concentrate on adjectives and adverbs

Oral drill.

Written assignment dealing with adjectives and adverbs.

Week 4

The function words will receive major emphasis the fourth week.

Work will continue with the parts of speech.

Oral drill and written assignment will culminate each week.

Week 5

With progress made on parts of speech and function words, sentence types, patterns, and definition will fall next in line.

Sentences will be analyzed as to the type and pattern.

Written drill on different types of sentences will be given.

Sentence patterns will be examined.

Week 6

Drill on rules of punctuation.

Drill on rules of capitalization.

Weeks 7-9

Major emphasis for the remaining three weeks of the course will be on correct application of skills learned. Written and oral exercises will be given frequently.

Achievement test.

Evaluation of course.

Bibliography

Conlin, David A., and Herman, George R., Modern Grammar and Composition. New York: American Book Company, 1967.

Phase-Elective English. Allen County, Kentucky: Allen County Public Schools, 1st Edition, Summer, 1969.

USOE Project 661691. Project Apex: Appropriate Placement for Excellence in English. Trenton, Michigan: Trenton Public Schools, 1st Edition, (revised), Summer, 1966.

VOCATIONAL ENGLISH (Phases 1-3)

Course Description

In Vocational English the student will be introduced to many different vocations of his choice. Business etiquette, business forms and letters of application will be studied.

Achievement Level

Vocational English is for the student who has had difficulty in traditional English courses and who does not plan to attend college.

Objectives

To provide practical experiences in English related to vocational needs.

To build the students' self-confidence as they prepare for gainful employment.

To give the student practical experience in communications necessary to secure and keep a job.

To design work in areas of special need and interest with teacher assistance and guidance.

To teach the importance of attitudes and reliability.

Materials Provided for Students

Jochen, Albert E. and Benjamin Shapiro. Vocational English, Book Two, New York: Globe Book Co., 1969.

Films and filmstrips

Pamphlets and bulletins from Civil Service, Junior Colleges, Employment Agencies, State Vocational Department, and State Rehabilitation.

Supplementary reading list

Course Outline

I. Introduction

II. Inventory of student skills and attitudes

III. Development of needed vocational outlooks

How to be a success
How to communicate effectively
How to use business forms
How to improve attitudes
How to find an appropriate job

Nine Weeks' Plan

Week 1

Explain course purposes, class projects, and expected outcome.

Inventory individual needs and aptitudes. (Survey the students' needs and aptitudes through the use of the Kuder Preference Record Test).

Introduce classified sections from the local and area newspapers.

Discuss the importance of job-related spelling and vocabulary building.

Have students to complete a self-inventory.

Week 2

Enumerate factors involved in being a successful worker.

Begin a class discussion of why English on the job is important.

Review common grammar errors in oral and written communication.

Introduce the role of employer and employee; emphasize the importance of attitudes.

Show film--"Improve Your Personality".

Week 3

Discuss, in general, abilities needed for vocational careers.

Provide classroom experiences to improve writing and speaking habits.

Continue studying speeling and vocabulary; develop a word list from work begun in the vocational pamphlets.

Week 4

Have the student work on poise and self-confidence in oral class projects.

Establish experiences in oral communication through the use of the telephone and the directory.

Week 5

Improve writing skills by means of writing a letter asking for an application blank, working on common punctuation errors and using the dictionary.

Week 6

Teach the student to use various business forms--deposit slips, checks, withdrawal slips, draft form, application and order blanks.

Weeks 7-8

Emphasize the importance of choosing the right vocation for one's self.

Show films--"Your Job: Finding the Right One" and "Your Job: Fitting It".

Week 9

Survey of various occupations and presentations of occupation reports.

Evaluate students' attitudes.

Show films--"Your Job: Getting Ahead" and "Your Job: Good Work Habits".

Suggested Approaches

The student will keep a notebook containing job interests, skills, training, advantages and disadvantages of each job.

Invite local business men to discuss local working conditions and job opportunities.

Develop speaking, listening, reading and writing skills through various activities in materials provided for the student.

Use films as needed.

Have a personal conversation with the student as often as each week if possible.

Supplementary Materials

Films

"Improve Your Personality"	Hardin Co. Materials Center
"Your Job: Applying For It"	Hardin Co. Materials Center
"Your Job: Finding the Right One"	Hardin Co. Materials Center
"Your Job: Fitting It"	Hardin Co. Materials Center
"Your Job: Getting Ahead"	Hardin Co. Materials Center
"Your Job: Good Work Habits"	Hardin Co. Materials Center

Books

Your Future. (In Series). New York: Richards Rosen Press, Inc., 1967, 60 Vols.

Bibliography

Jochen, Albert E. and Benjamin Shapiro. Vocational English, Book Two. New York: Globe Book Co., 1969.

Phase-Elective English. Jeffersontown, Kentucky: Jefferson County Public Schools, Revised Edition, 1969.

Phase-Elective English Program. Scottsville, Kentucky: Allen County High School, 1969.

BASIC COMPOSITION (Phases 1-3)

Course Description

Basic composition is designed to help students develop basic writing skills. Assignments are based on expression of ideas in an effective way in narrating, describing and exploring. The class does extensive work on the development of the unified, coherent paragraph.

Achievement Level

The student should express a willingness to improve his writing ability. A lack of mechanical accuracy will not preclude his enrollment in the course.

Objectives

To gain a growing appreciation of composition.

To teach the patterns of expository, narrative, and descriptive writing.

To enhance the students' use of effective sentences.

To develop unified, coherent paragraphs.

To study figurative language as a writing mechanism.

Materials Provided for Students

Haug, H. Success in Writing-Book 4

Course Outline

I. Sentences

- A. Form, use, structure
- B. Balanced sentences
  - 1. Sentence rhythm
  - 2. Sentence patterns
- C. Connected sentences
  - 1. Controlled repetition
  - 2. Reference

II. Paragraph Development

- A. Topic
- B. Body
- C. Conclusion

III. Writing complete paragraphs

IV. Notetaking

  A. Sources

  B. Outlining

V. Short papers

VI. Review of course work and evaluation

Nine Weeks' Plan

Weeks 1-2

Explanation of course and its objectives.

Begin study of sentence form, use, and structure.

Assign the writing of complete sentences.

Evaluation of assignments.

Weeks 3-4

Discussion of connected sentences.

Begin study of the paragraph as a unit of composition--topic and body.

Assign the writing of topic sentences and developing the topic in the body of the paragraph.

Evaluation of assignments.

Weeks 5-6

Study of paragraph development--conclusion.

Assign the writing of complete paragraphs.

Evaluation of assignments.

Weeks 7-8-9

Explanation of notetaking and outlining.

Provide for practical experience in notetaking and outlining.

Explain content and organization of short papers.

Conduct writing of short papers on various topics.

Evaluation of assignments.

Evaluation of course work.

Supplementary Materials

Films: Writing a Good Paragraph

Your Communication Skills: Writing

Building Better Sentences

Bibliography

Hodges, John C., Laws, Sheila Y. Farbrace Writing Course, New York: Harcourt, Brace and World, Inc., 1967.

Hook, J. N. Writing Creatively. Boston: D. C. Heath and Company, 1963.

Payne, Lucille Vaughan. The Lively Art of Writing, Chicago: Follett Publishing Company, 1965.

Phase-Elective English. Scottsville, Kentucky: Allen County Public Schools, 1st Edition, Summer, 1969.

Stegner, Wallace E., Sauer, Edwin H., Hack, Clarence W., McDavid, Raven I. Modern Composition 6, Holt, Rinehart and Winston, Inc., 1965.

Strunk, William Jr., E. B. White. Elements of Style, New York: Macmillan Co., 1959.

West, William W. Developing Writing Skills, New Jersey: Prentice-Hall, Inc., 1966.

OUR AMERICAN HERITAGE (Phases 1-3)

Course Description

Our American Heritage traces the development of literature in the United States from 1620 to the present day. The study will focus on selected works which will illustrate conditions and attitudes of each period.

Achievement Level

Students should be able to read and understand on a high school level and be interested in the literary heritage of America.

Objectives

To present American literature as a reflection of the American way of life.

To develop the ability to analyze literature.

To acquaint students with basic knowledge of American literature.

To emphasize literature as an essential part of our culture.

To develop an appreciation for American literature.

Material Provided for Students

Early, James and others. Adventures in American Literature.

Course Outline

I. Introduction and objectives of the course

II. The beginnings of the American tradition

  A. Historical introduction--William Bradford and others

  B. Colonial writers

  C. Independence from England--Thomas Paine and others

  D. A new nation

III. Early men of letters

  A. Prose writers

  B. Poetry writers

IV. The flowering of New England
    A. Emerson and Thoreau
    B. Poets of New England
    C. Other prose writers
V. Tragedy and renewal
    A. Political figures
    B. Poets
    C. Local color writers
VI. The triumph of realism
    A. Poets
    B. Prose writers
VII. America and the modern world
    A. Short stories
    B. Modern poetry
    C. Modern essays
    D. Modern drama
VIII. Summary and evaluation

Nine Weeks' Plan

Week 1

Introduction to the course

Discuss the beginnings of the American tradition

Read from William Bradford, Thomas Paine, George Washington, and others.

Week 2

Discuss early men of letters.

Read from Cooper and Irving.

Discuss poems by William Cullen Bryant.

Investigate Poe as a writer and critic.

Week 3

Discuss characteristics of the period called the flowering of New England.

Read from Emerson and Thoreau.

Read and discuss selected poems of the period.

Discuss Hawthorne and Melville.

Week 4

Discuss the civil war and its effect on American literature.

Read selections by Lincoln and Lee.

Study local color and legends.

Read selections by Harte and Teain.

Weeks 5 and 6

Discuss the triumph of realism.

Read selected poems of the period.

Assign The Red Badge of Courage and allow class time for reading.

Week 7

Discuss modern American short stories.

Read selected short stories.

Assign outside reading of short stories.

Week 8

Discuss modern American poetry.

Made a study of Frost and Sandburg.

Assign for study selected modern essays.

Week 9

Discuss modern American drams.

Read Our Town.

Final summary and evaluation.

Suggested Approaches

Encourage outside reading.

Have as much class participation as possible.

Have special assignments to secure information about writers not studied in class.

Use supplementary materials such as films and records frequently.

Supplementary Materials

Filmstrips

- Emily Dickinson
- American Literature: The South
- Edgar Allan Poe
- Moby Dick
- Tom Sawyer
- American Literature: New England
- American Literature: The Frontier
- Mark Twain
- Rip Van Winkle
- Call of the Wild

Transparencies

- Elements of Fiction (Set of 23)

16 mm Films

- American Literature: Colonial Times
- American Literature: Early National Period
- American Literature: Revolutionary Period
- American Literature: The Realists
- American Literature: The Western Movement
- Robert Frost
- Edgar Allan Poe: Background for His Works
- Carl Sandburg Discusses His Works
- Whitman, Walt. Background for His Works
- Mark Twain: Background for His Works
- Mark Twain Gives an Interview

Records

"Tom Sawyer" "Scenes from American Novels"

"Carl Sandburg's Poems" "The Best Loved Poems of Longfellow"

Tapes

A series of tapes of American poets is in Hardin County Materials Center.

Books

Arvin, Newton. Longfellow, His Life and Work.

Bailey, Matilda. World of American Literature.

Benet, Laura. Young Edgar Allan Poe.

Blair, Walter. United States in Literature.

Brooks, Van Wyck. New England Indian Summer.

Carver, Charles H. Youth and the Future.

Fisher, Aileen and Rabe, Olive. We Dickinsons.

Franchere, Ruth. Stephen Crane, The Story of an American Writer.

Garst, Shannon. Jack London.

Harlow, Alvin. Joel Chandler Harris.

Holberg, Ruth Langland. An American Bard: Longfellow.

Hook, J. N. Literature of America.

Horn, Gunnar. Cavalcade of American Writing.

Pooley, Robert C. Vanguard.

Stuart, Jesse. The Year of My Rebirth.

Trent, W. P. and others. Cambridge History of American Literature.

Van Doren, Carl. American and British Literature Since 1890.

Wagenheim, Harold. This is America.

Zehnpfening, Gladys. Carl Sandburg, Poet and Patriot.

Bibliography

Beauchamp, R. F. The Structure of Literature.

Bernstein, Abraham. Teaching English in High School.

Early, James and others. Adventures in American Literature. New York: Harcourt, Brace and World, 1968.

Heiney, Donald. Recent American Literature.

Hook, J. N. The Teaching of High School English.

Phase-Elective English. Jeffersontown, Kentucky: Jefferson County Public Schools, Revised Edition, 1969.

Smith, Guy E. American Literature.

USOE Project 661691. Project Apex: Appropriate Placement for Excellence in English. Trenton, Michigan: Trenton Public Schools.

OUR ENGLISH HERITAGE (Phases 1-3)

Course Description

Our English Heritage focuses on the study of selected representative works which trace the developments in English literature from its beginnings to the present day.

Achievement Level

The students should be able to read with understanding the required material. They should be able to understand the historical influence on periods of literature.

Objectives

To study significant periods of English literature.

To interpret the influence of history upon literature.

To familiarize the students with famous writers of English literature.

To trace the development of the English language.

To study different forms of literature.

Materials Provided for Students

Priestley, J. B. and others. Adventures in English Literature, (Classic Edition).

Maps and Charts.

Recordings.

Films and filmstrips.

Reading list.

Course Outline

I. The Anglo-Saxon Period

  A. Historical background

  B. Anglo-Saxon verse

II. The Medieval Period

- A. Historical introduction
- B. Study of literature of the period
    1. Geoffrey Chaucer
    2. Early English ballads

III. The Elizabethan Age

- A. The reign of Queen Elizabeth
- B. Shakespeare and the theater
- C. The study of Spenser, Marlowe, Ben Johnson and Bacon
- D. King James's version of the Bible
    1. Forms of literature found in the Bible
    2. Influence of the Bible upon literature

IV. The Seventeenth Century

- A. Historical introduction
- B. Cavalier poets
- C. Noted writers of the period
    1. Study of Donne and Milton
    2. Importance of Pepys and Dryden

V. The Eighteenth Century

- A. The essay as a form of literature
- B. Drama of the period
- C. Development of the English novel
- D. Forerunners of the Romantic Age (Burns, Gray and Blake)

VI. The Romantic Period

- A. Characteristics of Romanticism
- B. The Lake Poets
- C. Charles Lamb as an essayist
- D. Poetry of Byron, Shelley and Keats

VII. The Victorian Age

- A. Major writers of the age.
- B. The Victorian novel

VIII. The Twentieth Century

A. The short story

B. Modern drama and poetry
  1. T. S. Eliot as poet and dramatist
  2. Modern poets

C. Contemporary British writing

Nine Weeks' Plan

Week 1

Introduce historical background of the Anglo-Saxon period.

Read in class examples of Anglo-Saxon poetry and discuss characteristics of Anglo-Saxon verse.

Study the development of literature during the Middle Ages.

Assign oral reports on the Medieval period.

Require the reading of two books from the supplementary list during the nine weeks.

Use appropriate filmstrips and records.

Give quiz on material studied.

Week 2

Study the reign of Queen Elizabeth through use of filmstrips.

View filmstrips on the early theater.

Discuss Shakespeare and his contribution to literature.

Begin the study of Macbeth.

Week 3

Complete the study of Macbeth.

Test material on Macbeth.

Discuss life and writings of Marlow, Ben Johnson, Bacon and Spenser.

Read selections from King James Version of the Bible.

Week 4

Organize panel discussion on literary and political views of the seventeenth century.

Ask students to give oral reports on the Cavalier poets.

Discuss Milton, Pepys and Dryden.

Week 5

Form small groups for a discussion on "The Many Faces of England during the Eighteenth Century".

Assign compositions on authors and writings of this period.

Study the essay as a form of literature.

Dramatize parts of The Rivals by Sheridan.

Discuss development of the English novel.

Introduce Burns, Gray and Blake as forerunners of Romanticism.

Week 6

Learn characteristics of Romantic writings. Be able to compare or contrast with classical writings.

Assign oral reports on "The Lake Poets" and select poems from each writer for class study.

Read selections from Byron, Shelley and Keats.

Give brief test on Romantic Period.

Week 7

Assign topics for composition on the Victorian Age.

Use filmstrips and recordings.

Read for class discussion from the major authors of the period. (Essayists Carlyle, Macauley and Newman, and poets Tennyson and Robert and Elizabeth Browning)

Week 8

Use films and listen ro recordings on the study of the short story.

Study outstanding short story writers of the modern age.

Discuss modern poets and poetry.

Week 9

Administer test on twentieth century.

Allow time for reports on selected outside reading.

Evaluate the course.

Supplementary Materials

Available for use at the appropriate time in the study of Our English Heritage.

Films

Age of Elizabeth

Dickens, Charles

England: Background of Literature

English Literature: The Elizabethan Period

English Literature: The Romantic Period

English Literature: The Victorian Period

Macbeth: The Secret'st Man

Macbeth: Themes of Macbeth

Filmstrips

Ancient Mariner

Beowulf

England during the Reign of Queen Elizabeth (Set of 6)

Kidnapped

Treasure Island

Tale of Two Cities

Art Prints and Pictures

All famous English authors

Kits

Art of Shakespeare

Shakespeare and Characters

Tapes

"18th and 19th Century Poets and Poems of England"

Maps and Charts

English Literature from Beginning to 1666

London from the Beginning to 1666

A Literary Map of the British Isles

Shakespeare's Britain

Recordings

"Early English Poetry"

"Great Poets of English Literature"

John Masefield Reading "Sea Fever and Other Poems"

Dylan Thomas Reading "A Child's Christmas in Wales and Other Poems"

"Macbeth"

"Many Voices Series"

"Murder in the Cathedral"

"Poetry of Keats and Shelley"

"Rime of the Ancient Mariner"

"Sonnets from the Portuguese"

"Understanding and Appreciation of the Novel"

Supplementary Reading List

Fiction

Barrie, James. The Little Minister.

Blackmore, Richard. Lorna Doone.

Bronte, Charlotte. Jane Eyre.

Carroll, Lewis. Alice in Wonderland.

Collins, Wilkie. The Moonstone.

Conrad, Joseph. Lord Jim.

______________. Typhoon.

Cronin, A. J. The Keys of the Kingdom.

______________. The Citadel.

Defoe, Daniel. Robinson Crusoe.

Dickens, Charles. A Christmas Carol.

______________. Great Expectations.

______________. David Copperfield.

Doyle, Conan. The White Company.

DuMaurier, Daphne. Rebecca.

Eliot, George. Silas Marner.

______________. Mill on the Floss.

Grahame, Kenneth. Wind in the Willows.

Goudge, Elizabeth. The City of Bells.

Hardy, Thomas. Tess of the D'Urberville.

Hilton, James. Good-bye Mr. Chips.

______________. The Lost Horizon.

Hudson, W. H. Green Mansions.

Huxley, Aldous. Brave New World.

Kipling, Rudyard. Kim.

______________. Captains Courageous.

Maugham, Somerset. Of Human Bondage.

Sabatini, Rafeal. The Sea Hawk.

______________. Captain Blood.

Scott, Sir Walter. Ivanhoe.

Stevenson, Robert L. Treasure Island.

______________. Kidnapped.

Swift, Jonathan. Gulliver's Travels.

Biography and History

Bentley, Phyllis. The Brontes.

Chute, Margaret. Shakespeare of London.

Coulton, George T. Chaucer and His England.

Davis, William. Life in Elizabethan Days.

Gaskell, Elizabeth. The Life of Charlotte Bronte.

Gray, Elizabeth. Young Sir Walter Scott.

Haycraft, Molly. Queen Victoria.

Priestley, J. B. and Davis, O. B. Four English Biographies.

Quennell, Marjorie and C. H. B. A History of Everyday Things in England.

Quiller-Couch, Sir Arthur. Charles Dickens and Other Historians.

Street, Alicia. The Land of the English People.

Wall, Joan. Jane Austen.

Waite, Helen. How Do I Love Thee?

Wilcox, Richard. Literary England.

Winwar, Frances. The Romantic Rebels.

Bibliography

Bennett, Robert A. Types of Literature. New York: Ginn and Co., 1964.

Daiches, David and Others. English Literature. New York: Houghton Mifflin Co., 1968.

Davis, William Stearns. Life in Elizabethan Days. New York: Harper Brothers, 1934.

Enroth, C. A. (Ed.) Major British Authors. New York: Holt, Rinehart and Winston, Inc., 1969.

Inglis, Rewey Belle, and Others. Adventures in English Literature. New York: Harcourt, Brace and Co., 1952.

Phase-Elective English. Jeffersontown, Kentucky: Jefferson County Public Schools, 1969.

Pooley, Robert, and Others. England in Literature. Chicago: Scott Foresman and Co., 1957.

Priestley, J. B. and Others. Adventures in English Literature (Classic Edition). New York: Harcourt Brace and World, 1968.

Quennell, Marjorie and C. H. B. A History of Everyday Things in England. New York: Charles Scribners' Sons.

Rodebaugh, Delmer and Others. Prose and Poetry of England. Chicago: L. W. Singer Co., 1963.

Street, Alicia. The Land of the English People. New York: J. B. Lippincott Co., 1946.

Wilcox, Richard. Literary England. New York: Random House, 1944.

FAMOUS PERSONALITIES (Phases 1-3)

Course Description

Famous Personalities is a course designed to acquaint students with the lives and works of individuals who have affected our American way of life.

Achievement Level

The student should be able to read effectively and should be interested in the lives of people--living and dead--who have had an influence on our society.

Objectives

To select materials worthy of study.

To present the lives of famous people and to stress the worth and dignity of the individual as a responsible human being.

To promote the belief that although life is fraught with hardships it also contains much joy and beauty and can be faced with courage and humor.

Materials Provided for Students

Paperback books

Library materials

Records and filmstrips

Course Outline

I. Introduction

II. Choice of personalities to be indluded in the course.
    A. Biographies
    B. Autobiographies
    C. Memoirs

III. Evaluation

Nine Weeks' Plan

Week 1

Inventory interests of students.

Choose personalities to study.

At first all students will be studying the same person's life so that ideas may be shared.

Allow reading time in class.

Written assignment dealing with some phase of the individual's life.

Weeks 2-3

Short biographies of famous people will be read.

After assignment of biographies students will read in class.

A short oral report will be given by each student on a favorite person.

Weeks 4-5

An intensive study will be made on the life of Abraham Lincoln.

If possible, a field trip to Lincoln's Birthplace will be made and the Lincoln Heritage House visited.

Invite an authority on Lincoln to speak to the class.

Week 6

The life of a famous Negro will be read the sixth week. Choice may range from Booker T. Washington to James Baldwin or Martin Luther King. Their personal contributions to society will be discussed.

Week 7

Free choice of books to be read.

Read in class and share ideas.

Week 8

An autobiography will be read. If possible, a biography of the same person will be examined to try to determine if there is a conflict of ideas or if there is general agreement.

Week 9

Free reading.
Individual conferences.
Class discussion and panel discussion.
Evaluation.

Suggested Approaches

Require students to keep a written record of material read.

Have free reading part of each period.

Invite guest speakers in.

Allow time for group discussion.

If time permits, panel discussions and debates held concerning persons and their influences on society.

List of Suggested Personalities:

Eleanor Roosevelt

Tom Dooley

Abraham Lincoln

Helen Keller

John Gunther

Booker T. Washington

Eddie Rickenbacker

Albert Einstein

Picasso

Queen Elizabeth II

Francis Gary Powers

Indira Ghandi

Jackie Robinson

Jesse Owens

John F. Kennedy

Helen Hayes

Jean Dixon

Golda Meir

Dwight D. Eisenhower

James Baldwin

Father Flannigan

Jackie Kennedy Onassis

Rose Kennedy

Lou Gehrig

Trapp Family

Edgar Caycee

Knute Rochne

Franklin Roosevelt

Supplementary Materials

Films and filmstrips as available.

Guest speakers.

READING FOR ENJOYMENT (Phases 1-3)

Course Description

This course is designed to help students read with less difficulty and greater enjoyment.

Achievement Level

The students are generally slow readers who are reading below their grade level.

Objectives

To encourage reading for pleasure.

To introduce students to the wealth of knowledge and pleasure gained from reading.

Materials Provided for Students

Newspapers

Periodicals

Paperbacks

Materials Bought by Students

Notebook

Course Outline

I. Introduction
  - A. Individual reading conference
  - B. Individual reading procedure

II. Introduction of various media
  - A. Newspapers
  - B. Periodicals
  - C. Reference books

III. Introduction of fiction and nonfiction
   - A. Novels
   - B. Biographies

IV. Compilation of reading records

V. Course evaluation
   - A. Reading records
   - B. Questionnaire

Nine Weeks' Plan

Week 1

Inventory reading interests.

Have student select novel.

Confer with individuals.

Class discussion of novels read.

Week 2

Guide reading of newspaper.

Examine different sections of newspapers.

Allow students to read.

Confer with individuals.

Discuss newspaper articles.

Week 3

Introduce reading of periodicals.

Examine and compare different periodicals.

Allow students to read.

Discuss different periodicals.

Individual conferences.

Week 4

Introduce reading of biographies and autobiographies.

Have students read.

Class discussion of personalities studied.

Individual conferences.

Week 5

Introduce reference material.

Guide in choosing interesting subjects for exploration.

Continue reading and conferences.

Weeks 6-8

Continue reading materials provided recording in notebooks and sharing experiences gained through reading.

Week 9

Evaluate the course.

Suggested Approaches

Require students to keep a written record of materials read.

Have free reading period part of each class session.

Allow time for class and group discussion.

Confer with individuals concerning their reading.

Encourage outside reading by giving extra credit for materials read.

Students reading the same books may like to engage in panel discussions or debates about issues evolving from the book, or similar disucssions might be held concerning theme, author, or subject of material read.

Bibliography

Phase-Elective English. Jeffersontown, Kentucky: Jefferson County Public Schools, Revised Edition, 1969.

USOE Project 661691. Project Apex: Appropriate Placement for Excellence in English. Trenton, Michigan: Trenton Public Schools, 2nd Edition (Revised), Spring, 1967.

INTRODUCTION TO SPEECH (Phases 1-5)

Course Description

Introduction to Speech is designed for the student who wishes to improve his public speaking ability. Emphasis is placed on the importance of speech in the democratic society, the preparation of a speech, and the delivery of a speech. The student will be exposed to various speech experiences.

Achievement Level

Any student interested in improving his speaking ability and willing to complete requirements for the course may enroll.

Objectives

To teach the value of listening.

The help the students gain poise, confidence, and skill in oral expression.

To create an awareness of the importance of speaking effectively.

To assist the students in evaluation of own speaking abilities as well as abilities of others.

Material Provided for Students

Robinson, Karl F. and Lee, Charlotte. Speech in Action.

Course Outline

I. Introduction

- A. Importance of communication in our society
- B. Orientation to speech
  1. Goals for course
  2. Get acquainted activities
  3. Relaxation and poise exercises

II. The mechanics of speech

- A. The listening process
- B. The speaking process

III. Preparation of a speech
    A. Purposes
    B. Selecting a topic
    C. Gathering material
    D. Outlining
    E. Introduction
    F. Conclusion
    G. Use of language

IV. Delivery of a speech
    A. Impromptu
    B. Extemporaneous
    C. Memorized
    D. Manuscript
    E. Bodily action

V. Criteria for speech appraisal

VI. Other speech experiences
    A. Demonstration speech
    B. Speech to convince
    C. Speech to entertain
    D. Formal occasions

VII. Group discussion

VIII. Oral reading

IX. Evaluation

Nine Weeks' Plan

Week 1

Discuss the importance of communication in society.

Introduce goals and requirements for course.

Have get-acquainted activities such as introductions and personal experiences.

Use relaxation exercises.

Week 2

Discuss the actual listening process and importance of listening.

Devise some listening devices.

Discuss the speech process.

Hand out material to illustrate voiced, voiceless sounds, articulation, etc.

Evaluate with quiz.

Week 3

Assign a speech to inform.

Discuss the preparation of a speech.

Schedule library period to gather materials.

Lecture on use of language.

Work with students on individual problems.

Evaluate and discuss speeches.

Week 4

Discuss various types of speech deliveries.

Have one minute impromptu speeches.

Assign extemporaneous speech.

Lecture on bodily action and the use of gestures.

Evaluate and discuss speeches.

Week 5

Discuss speech appraisals.

Distribute sample critique sheets.

Assign demonstration speech.

Evaluation by teacher and students.

Assign speech to convince.

Week 6

Encourage class work on speeches to convince.

Check individual progress.

Evaluation by teacher and students.

Assign speech to entertain.

Week 7

Evaluate speeches to entertain.

Discuss speeches for formal occasions.

Make assignments for speeches for formal occasions.

Evaluation of speeches.

Week 8

Discuss value of group discussion.

Provide class time to divide into panels and select topics.

Check progress on panel discussions.

Evaluate panel discussions.

Week 9

Introduce oral interpretation.

Distribute sample material suitable for interpretation.

Assign short reading recital.

Evaluate recitals.

Evaluate over-all student work and course.

Suggested Approaches

Have students keep a speech notebook of class notes, handouts, clippings, criticism sheets, etc.

Extra credit projects.

Extensive use of tape recorder.

Use round-table arrangement rather than regular classroom arrangement.

Supplementary Materials

Recordings

"Great American Speeches"

"Heroic Soul Poems of Patriotism"

"Let's Say Poetry Together"

""Mend Your Speech"

"Speak Well"

"Speech in Action"

Films

Fundamentals of Public Speaking

Listening Skills

Transparencies

Basic Speech (set of 23 transparencies)

Books

Adams, Harlen and Pollock, Thomas. Speak Up!

Bryant, Donald and Wallace, Karl. Oral Communication.

Copeland, Lewis. The World's Great Speeches.

Elson, E. F. and Peck, Alberta. The Art of Speaking.

Hibbs, Paul and others. Speech for Today.

Lupton, Martha. Speaker's Desk Book.

Moses, Elbert R. A Guide to Effective Speaking.

Procknow, Herbert V. The Successful Speaker's Handbook.

Smith, William Palmer. Prose and Verse for Speaking and Reading.

Bibliography

Barnes, Harry C. and Smith, Loretta. Speech Fundamentals. Englewood Heights, New Jersey: Prentice-Hall, Inc., 1953.

Brandes, Paul D. and Smith, William. Building Better Speech.
New York: Noble & Noble, 1962.

Bryan, Martin. Dynamic Speaking. New York: The Macmillan Co., 1962.

Carlile, Clark S. 38 Basic Speech Experiences. Pocatello, Idaho:
Idaho State University, 1966.

Fort, Lyman M. Speech for All. Boston: Allyn and Bacon, Inc., 1967.

Hedde, Wilhelmina and others. The New American Speech. New York:
J. B. Lippincott Company, 1963.

Irwin, John and Rosenberger, Marjorie. Modern Speech. New York:
Holt, Rinehart, and Winston, Inc., 1966.

Lamers, William and Staudacher, Joseph. The Speech Arts.
Lyons and Carnahan, Inc., 1966.

INTRODUCTION TO AMERICAN FOLKLORE (Phases 1-3)

Course Description

This course examines American folklore as the oral and narrative tradition of people. Various aspects of folklore are investigated by the use of records, filmstrips, and selected written materials.

Achievement Level

No specific reading level is necessary for this course.

Objectives

To trace the origin of American folklore.

To determine the value of the rich heritage of America.

To acquaint the student with representative American folk heroes.

To promote a responsible attitude toward the selection of folk music.

To collect local folklore.

Materials Provided for Students

Coffin and Cohen. Folklore in America.

Filmstrips

Records

Course Outline

I. Introduction

II. Folktales

  A. Folk heroes

  B. Typical plots

III. Folksongs

  A. National

  B. Kentucky

IV. Proverbs

V. Riddles

VI. Games

VII. Folk drama

- A. National
- B. Regional

VIII. Collection of local folklore

- A. Compilation
- B. Distribution

IX. Evaluation

Nine Weeks' Plan

Week 1

Orientation to the study of folklore.

Discuss examples of local folklore.

Weeks 2-3

Discuss folk tales.

Introduce types of American folk heroes.

Assign special reading projects.

Week 4

Have panel discussions on folksongs.

Listen to folksongs.

View films on folk music.

Investigate Kentucky folksongs and composers.

Week 5

Discuss American proverbs and riddles.

Assign research projects.

Week 6

Investigate the origins of folk games.

Have special reports.

Week 7

Discuss the folk drama.

Emphasize regional folk drama.

Weeks 8-9

Collect additional local folklore.

Compile findings.

Distribute compilation.

Evaluate course.

Suggested Approaches

Assign projects on the following topics:

Accounts of unusual local happenings
Weather predictions
Covered bridges
Echoes of Civil War--actual things that happened
Effects of folklore in one's life
Famous old buildings
Folk architecture
Folk complaints
Folk industries
Folkish things in county
Folklore map of Hardin County
Folklore of our community
Ghost stories of a given community
History of certain antiques
Language
Legends in one's family
Local "rags to riches" stories
Memories of a typical one-room school
Old homes
Old recipes
Old remedies--disease names
Pioneers in sections
Poor whites
Rural churches and their form of worship
Superstitions
Tales told by liars
Epitaphs

Supplementary Materials

Kits--American Indian Legends

Records

"Happy Folk Dances"

"All-Purpose Folk Dances"

"Festival Folk Dances"

"Folk Dances For All Ages"

"First Folk Dances"

"Folk Dances"

"Folk Dance For Fun"

"Singing Square Dances, Album No. 1"

"Singing Square Dances, Album No. 2"

"Singing Square Dances, Album No. 3"

"Special Folk Dances"

Films

Appleseed, Johnny: A Legend of Frontier Life

Folksongs of America's History

Folksongs of the Western Movement

Folksongs of Western Settlement

Legend of the Pied Piper, The

Paul Bunyan and the Blue Ox

Bibliography

Botkin, B. A. A Treasury of American Folklore. New York: Crown Publishers, 1944.

Botkin, B. A. A Treasury of Southern Folklore. New York: Crown Publishers, 1949.

Phase-Elective English. Scottsville, Kentucky: Allen County Public School, 1st Edition, Summer, 1969.

Suddeth, Ruth Elgin, Morenus, Constance Gay, Hunger, Warren. Tales of the Western World. Austin: The Steck Company, 1953.

Tallman, Marjorie. Dictionary of American Folklore. New York: Philosophical Library, 1959.

KENTUCKY LITERATURE (Phases 2-4)

Course Description

Kentucky Literature traces the writings of Kentucky authors in all fields of literature. The study of selected works shows the thoughts and ideas which helped Kentuckians seek new frontiers, freedoms, and identities.

Achievement Level

The student should be able to read and write effectively and have a desire to learn about Kentucky's heritage.

Objectives

To gain a working appreciation of the literature of the student's state.

To develop appreciation of well-known Kentucky authors.

To present Kentucky's contributions in literature.

To acquaint the student with literary personalities of his own state.

Materials Provided for Students

Browning, Sister Mary Carmel. Kentucky Authors.

Course Outline

I. Historical background

II. Historians before the twentieth century

   A. John Filson
   B. Reuben T. Durrett
   C. Humphrey Marshall
   D. Lewis Collins
   E. Richard H. Collins
   F. Zachariah F. Smith
   G. Thomas Speed
   H. Joseph A. Altshler
   I. John Mason Brown
   J. George W. Ranck
   K. J. Stoddard Johnson
   L. Bennet H. Young
   M. W. H. Perrin
   N. J. H. Buttle
   O. G. C. Kniffin

P. Young E. Allison
Q. William B. Allen
R. Edward Porter
S. Martin John Spalding
T. Bishop Flaget

III. Twentieth century historians

A. J. Winston Coleman
B. Robert McElroy
C. E. Polk Johnson
D. R. S. Cotterill
E. Judge Charles Kerr
F. Temple Bodley
G. Samuel M. Wilson
H. Douglas C. McMurtrie
I. Albert H. Allen
J. George Hambleton Tapp
K. William H. Townsend
L. William Clement Eaton
M. Arthur Keister Moore
N. James F. Hopkins
O. Garrett Glenn Clift
P. Carl B. Cone
Q. A. D. Kirwan
R. Harry M. Caudill

IV. Journalists

A. John Bradford
B. Adam Rankin
C. Shadrack Penn
D. George Dennison Prentice
E. Thomas H. Shreve
F. Henry Watterson
G. Charles J. O'Malley
H. J. Stoddard Johnson
I. Young E. Allison
J. Irwin S. Cobb
K. Joe Creason
L. Allan M. Trout
M. Barry Bingham

V. Poets Laureate of Kentucky

A. James T. Cotton Noe
B. Edwin Carlisle Litseg
C. Jesse Stuart

VI. Poets

A. Thomas (Tom) Johnson
B. Stephen T. Badin
C. John Milton Harney
D. William O. Butler
E. William D. Gallagher
F. Abraham Lincoln
G. Amelia A. Welby
H. Sarah F. Bolton
I. Theodore O'Hara
J. Stephen Collins Foster
K. James Hilary Mulligan
L. Robert Burns Wilson
M. Joseph S. Sotter
N. Hollis S. Summers
O. Allen Tate
P. Robert Penn Warren
Q. Sarah Litsey Nye
R. Jane Stuart

VII. Novelists

A. Gilbert Imlay
B. James Weir, Sr.
C. James Lane Allen
D. John Uri Lloyd
E. Money Huston Banks
F. John Fox, Jr.
G. Alice Hegan Rice
H. Cale Young Rice
I. Cordra Grier Petrie
J. Annie Fellows Johnston
K. Eleanor Mercein Kelly
L. A. L. Crabb
M. Elizabeth Madox Roberts
N. Felix Holt
O. Ben Lucien Burman
P. Gene Markey
Q. Isabel McLennon McMeekin
R. Dorothy Park Clark
S. Elizabeth Pickett Chevalier
T. Willie Snow Ethridge
U. Harriette Simpson Arnow
V. Janice Holt Giles
W. Henry Giles
X. Robert Emmett McDowell
Y. Leone Zugsmith
Z. Mimi Dayton Rommel
AA. Elizabeth Hardwick
BB. Caroline Gordon
CC. Jesse Stuart

VIII. Dramatists

A. Charles T. Dazey
B. Olive Tilford Dargan
C. Anna Crawford Flexner
D. Thompson Buchanan
E. John Drinkwater
F. T. Bell Chambers

G. Eugene Walter
H. William Kavanaugh Doty
I. Charles O'Brien Kennedy
J. Alice Chadwicke
K. Earl Hobson Smith
L. Perry Mackay
M. Richard Alexander Botts
N. Edwin McCarty
O. Barbara T. Anderson
P. David Madden
Q. Mary Anderson DeNavario
R. Hardin Craig
S. John Mason Brown

IX. Children's books

A. Henry S. Spalding
B. Wyncie King
C. George Madden Martin
D. Lucien Burman
E. Barbara T. Anderson
F. Isabel McLennon McMeekin
G. Rebecca Caudill
H. Katherine E. Wilkin
I. Elizabeth Robards Moseley
J. Josephine Rich
K. Sister Paschala, O. P.
L. Jesse Stuart
M. Billy C. Clark
N. Candida Palmer

X. Contemporary local writers

XI. Summary and evaluation

Nine Weeks' Plan

Week 1

Explain course requirements.

Begin discussion of the history of Kentucky.

Assign a novel to each member of the class for a report.

Week 2

Study and evaluate the influence of journalists on the thinking of Kentuckians from the establishment of the state to the present.

Week 3

Study of the poets laureate of Kentucky. Begin reports on novels.

Week 4

Explore the poetry of Kentucky through the study of the poets before and during the twentieth century.

Week 5

Present a discussion of children's books by Kentucky authors.

Weeks 6-9

Conduct an extensive study of Kentucky authors through representative works.

Evaluate course.

Supplementary Materials

Books

Adams, Alexander. John James Audubon.

Allen, James Lane. Bluegrass Region of Ky.

________________. Kentucky Cardinal.

________________. Choir Invisible.

Arrow, Harriette. Flowering of the Cumberlands.

Audubon, John T. Birds of America.

Carpenter, Allen. Kentucky.

Caudill, Harry. Night Comes to the Cumberlands.

Caudill, Rebecca. Barrie and Daughter.

Cherry, Thomas C. Kentucky, The Pioneer State.

Clark, Thomas. Kentucky: Land of Contrast.

____________. Bluegrass Cavalcade.

Coleman, J. Winston. Slavery Times in Kentucky.

Collins, Lewis. History of Kentucky.

Crabb, Alfred Leland. Reunion at Chattanooga.

____________________. Breakfast at the Hermitage.

____________________. Journey to Nashville.

____________________. Dinner at Belmont.

Crabb, Alfred Leland. Home to the Hermitage.

__________. Home to Kentucky.

__________. Home to Tennessee.

__________. A Mockingbird at Chickamauga.

__________. Supper at Maxwell House.

__________. Peace at Bowling Green.

Giles, Janice H. The Believers.

__________. The Kentuckians.

__________. Forty Acres and No Mule.

__________. Hannah Fowler.

__________. Land Beyond the Mourning.

Hall, Eliza C. Aunt Jane of Kentucky.

McMeekin, Isabel. Louisville: The Gateway City.

Moore, Arthur. The Frontier Mind.

Paul, Elliat. My Old Kentucky Home.

Stephenson, John B. Shiloh.

Stuart, Jesse. A Penney's Worth of Character.

__________. Daughter of the Legend.

__________. God's Oddling.

__________. Hie to the Hunter.

__________. Plowshare in Heaven.

__________. Red Mule.

__________. Save Every Lamb.

__________. Stories by Jesse Stuart.

__________. Taps for Private Tussey.

__________. The Year of my Rebirth.

Van Hook, Joseph O. The Kentucky Story.

Warren, Robert Penn. All the King's Men.

Williams, Mary Ida. Living in Kentucky.

Films

Kentucky Pioneers

The Boyhood of Abraham Lincoln

Filmstrips

An Introduction to Kentucky

Recreation: A major source of Income

Manufacturing in Kentucky

Minerals, Power, Resources, Forests in Kentucky

Agriculture in Kentucky

Bibliography

Browning, Sister Mary Carmel. Kentucky Authors. Evansville: Keller-Crescent Co., 1968.

Clark, Thomas D. The Kentucky. New York: Rinehart and Company, 1942.

Coleman, J. Winston Jr. Historic Kentucky. Lexington: Henry Clay Press, 1968.

Phase-Elective English. Scottsville, Kentucky: Allen County Public Schools, Summer, 1969.

Richey, Ish. Kentucky Literature. Tompkinsville: Monroe County Press, 1963.

WORD POWER (Phases 3-5)

Course Description

Word Power is primarily concerned with an intensive vocabulary study, and is designed to enable the student to understand the origin and development of words. Expanding word usage, and using the dictionary effectively are the chief objectives of the course.

Achievement Level

The student should be able to read with understanding the required material on secondary level.

Objectives

To improve ability to comprehend reading material.

To build vocabulary through the use of synonyms, homonyms, and antonyms.

To enrich word usage through the study of prefixes, suffixes, and stems.

To increase word power by learning the form, definitions, pronunciation, inflection and etymology.

To study the arrangement and special features of dictionaries.

To learn the difference between a dictionary definition and a context definition.

Materials Provided for Students

Diederich, Paul B. and Carlton, Sydell Terris. Vocabulary for College D.

Tests for Vocabulary for College D.

Webster's Seventh New Collegiate Dictionary.

Course Outline

I. Requirements and Objectives

II. The Dictionary and usage

- A. Study of pronunciation
- B. Syllabication of words
- C. Exploration of derivations
- D. Improvement of spelling
- E. Learning and application of meaning.

III. Importance of word building
- A. Significance of root words
- B. Use of prefixes and suffixes

IV. Variety in Vocabulary
- A. Study of synonyms, antonyms, and homonyms
- B. Words in context
- C. Figures of speech.
- D. Study of semantics

V. Special features of dictionaries

VI. Words of interest
- A. Thinking, reasoning
- B. Learning
- C. Signs, omens
- D. Clarity, certainty
- E. Literature
- F. Speech, drama
- G. Language
- H. Music
- I. Biology
- J. Anatomy
- K. Health
- L. Religion (terms)
- M. Religion (people)
- N. Supernatural

O. Geography, astronomy

P. Government (terms)

Q. Government (people)

R. Occupations, businesses

VII. Stories of words and phrases in the language

Nine Weeks' Plan

Week 1

Present requirements and objectives of the course.

Study skills in use of the dictionary.

View and discuss filmstrip on The Dictionary in Action.

Have class discussion on vocabulary principles.

Administer diagnostic test.

Weeks 2-3

Learn rules for pronunciation and spelling.

Form plural and possessive of words.

Use filmstrip on Possessives, Contractions and Abbreviations.

Present filmstrip on Using Plurals Correctly.

Study hyphenated and compound words.

Explain word building through the use of prefixes and suffixes.

Conduct class discussion on words derived from names of people and places.

View film on Vocabulary Growth: Divide and Conquer.

Review and evaluate.

Week 4

Teach through the use of transparencies Introduction to Etymology.

Emphasize the correct pronunciation and definition of words.

Use filmstrip Keys to Word Meaning.

Stress accuracy in word usage.

Begin study of homonyms and antonyms.

Evaluate the student.

Week 5

Introduce words that are commonly confused.

Warn the student about excessive use of words.

Study words of similar meaning.

Use word games, drills and puzzles.

Discuss figures of speech and show filmstrip Figures of Speech.

Week 6

Explore the special features of dictionaries.

Make contrasts of dictionaries.

Stress the importance of the use of the unabridged dictionary.

View film on Build Your Vocabulary.

Weeks 7-8-9

Study special interest words.

Evaluate students.

Evaluate course.

Supplementary Materials

Films

Build Your Vocabulary

Vocabulary Growth: Divide and Conquer Words

Filmstrips

Dictionary in Action

Figures of Speech

Keys to Word Meaning

Possessives, Contractions and Abbreviations

Using Plurals Correctly

Transparencies

Introduction to Etymology; 3M Instruction Unit No. 25

Bibliography

Diederich, Paul B. and Carlton, Sydell Terris. Vocabulary for College A, B, C, D. New York: Harcourt, Brace and World, 1967.

Epstein, Sam and Beryl. The First Book of Words. New York: Franklin Watts, 1954.

MacLeish, Andrew and Glorfeld, Louis E. The Dictionary and Usage. New York: Holt, Rinehart and Winston, Inc., 1968.

Matthews, Mitford M. American Words. New York: World Publishing Co., 1956.

Nurnberg, Maxwell and Rosenblum, Morris. How to Build a Better Vocabulary. New York: Popular Library, 1961.

Readers Digest Services. Building Vocabulary. (Bulletin)

Shuy, Roger W. Discovering American Dialects. Champaign, Illinois: National Council of Teachers of English, 1967.

Webster's New Collegiate Dictionary. Springfield, Mass., G. and C. Merriam Co., 1961.

Wheeler, Paul Mowbray. Adventures with Words. New York: Holt, Rinehart and Winston, Inc., 1969.

ADVANCED COMPOSITION (Phases 3-5)

Course Description

Advanced Composition is designed to make writing a challenging activity. Emphasis will be placed on individual style and a mastery of structure. The three stages of the writing cycle, invention, structure, and style will be studied in detail.

Achievement Level

The student should be skilled in the writing processes and possess the desire to strengthen these skills.

Objectives

To improve the writing skills which the student already possesses.

To teach the necessity of forming opinions and expressing them accurately.

To emphasize the three stages of writing--invention, structure, and style.

To increase the pleasure of personal living through written composition.

To encourage original thinking and creativity in all writing.

To increase vocabulary.

To study in detail different types of writing.

Materials Provided for Students

Payne, Lucile Vaughn. The Lively Art of Writing

Course Outline

I. Introduction

II. Forming and examining opinions

III. Developing a thesis

IV. Structure of an essay

V. Steps toward style

VI. Size and shape of middle paragraphs

VII. Transitional devices

VIII. The passive voice

IX. Working with the sentence

X. Parallel structure

XI. Use of expressive words

XII. Common errors in writing

XIII. Writing ironically

XIV. Using first person

XV. Writing original composition

  A. Essays

  B. Narratives

  C. Critical analysis

  D. Precis

Nine Weeks' Plan

Week 1

Introduce the purposes and requirements of the course.

Discuss the value of forming opinions and evaluating the opinions of others.

Explore the essay as a type of writing and discuss subjects for essays.

Emphasize the importance of outlining and revising.

Assign a composition to diagnose individual and class needs.

Point out weaknesses and read some of the better papers to class.

Weeks 2-3

Show the difference between opinion and thesis.

Study the five-step process for narrowing a general subject to a thesis.

Point out the elements of a full thesis and the relationship of a full thesis to argument.

Emphasize a full thesis should be kept in view when writing an essay.

Write an essay of at least five paragraphs bearing in mind its purpose is to convince the reader to agree with the stated thesis.

Week 4

Study the structure of the essay in detail including the introduction, body, and conclusion.

Emphasize the importance of developing style.

Teach the size and shape of middle paragraphs.

Stress the use of transitional devices.

Make writing assignment.

Week 5

Review the value of passive voice in writing.

Work on the usage of expressive language stressing figures of speech, rhythm in writing, synonyms, etc.

Study parallel structure.

Assign a paper of major importance to be written.

Week 6

Caution the students of common errors made in composition.

Review the use and value of the first person in writing.

Study irony and its purpose.

Give writing assignment.

Week 7

Concentrate on specific types of composition beginning with the essay.

Explain the different types of essays.

Ask the student to formulate a thesis for an essay.

Have the student make an outline and write an original essay.

Weeks 8-9

Introduce the narrative as a type of writing.

Have the student write one narrative.

Discuss the character sketch and make writing assignment.

2

Have the student read a short story or poem and write a critical analysis.

Write a precis.

Make a final major writing assignment.

Evaluate the student and the course.

Supplementary Materials

Books

Hitchcock, Alfred M. Composition and Rhetoric

Hodges, John C. and Laws, Sheila Y. Harbrace Writing Course

Judine, Sister M. A Guide for Evaluating Student Composition

NCTE. Research in Written Composition

NCTE. Teaching Composition

Programmed Booklets

Figures of Speech

How to Research and Write a Report

Films

Build Your Vocabulary

Writing a Good Paragraph

Your Communication Skills: Writing

Transparencies

Objects for Descriptive Writing; 3M Instruction Unit

Bibliography

Hodges, John C. and Laws, Sheila Y. Harbrace Writing Course. New York: Harcourt, Brace and World, Inc., 1967.

Payne, Lucile Vaughan. The Lively Art of Writing. Chicago: Follett Publishing Company, 1965.

Phase-Elective English Program. Scottsville, Ky.: Allen County High School, 1969.

USOE Project 661691. Project Apex: Appropriate Placement For Excellence In English. Trenton, Michigan: Trenton Public Schools, 1966.

West, William W. Developing Writing Skills. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1966.

CREATIVE WRITING (Phases 3-5)

Course Description

The purpose of the creative writing course is to expand the student's power of observing life as he sees it. Because of individual outlook, each student writer reacts to life differently. When the student becomes aware of life around him, he attempts to capture his feelings in the literary form of his choice--short story, poetry, essay or drama. More emphasis is placed on the material presented, and the impression that it makes on the reader than on the form used. After the student has really created, then it may be appropriate to discuss form. The keeping of a journal is encouraged as a source of ideas for expression. Students are encouraged to enter work in contests and for publication. The goal of the course is quality writing.

Achievement Level

The students should be doing quality writing, and should be able to read and analyze material at eleventh and twelfth grade levels.

Objectives

To provide an outlet for the imaginative individual who wishes to express his emotions and ideas.

To encourage the student to become more aware of his surroundings.

To foster interest and appreciation in all types of reading, for ideas in writing and for literary models.

To establish criteria by which the student can evaluate his work, and the work of more experienced writers.

To encourage the student to master writing techniques which will aid him most in creating effectively and artistically.

To provide publication for outstanding writing.

Materials Provided for Students

Leavitt and others. Stop, Look, and Write
Recordings; Art Prints and Pictures

Materials Purchased by Students

Journal

Course Outline

I. Introduction to course

II. Growth of sense perception

  A. Sense of sound

  B. Sense of sight

III. Study of photographs in writing

  A. Use of photographs from Stop, Look, and Write

  B. Use of outside selections

IV. Discussion of writing techniques

  A. Improvement in writing

  B. Patterns of writing

V. Conclusion and evaluation of the course

Nine Weeks' Plan

Week 1

Explain objectives and requirements of the course.

Have student conferences and discuss talent and careers.

Associate senses and observation with writing.

Experiment in improving observation.

Teach note taking.

Introduce the purpose and use of the journal.

Organize list of topics for short writings.

Week 2

Use Stop, Look, and Write for discussion of selections One and Two.

Have students interpret writings from Selections One and Two.

Begin writings from outside sources.

Ask students to discuss writings from Selections Three and Four.

Evaluate writing from outside sources.

Arrange some time for reading students' writings.

Hold student conferences.

Week 3

Organize group discussions dealing with Selections Five, Six, Seven.

Continue writing from outside sources.

Make writing assignments on Selections Eight and Nine.

Evaluate students' writings.

Read in class selections of students' writings.

Conferences.

Week 4

Assign writings from Selections Ten, Eleven and Twelve.

Permit students to discuss writings from outside selections.

Write about Selections Thirteen and Fourteen.

Allow time to analyze writings from outside selections.

Schedule reading of students' writings.

Evaluate students.

Week 5

Discuss writings dealing with Selections Fifteen, Sixteen, Seventeen.

Ask students to write in class from outside selections.

Student conferences.

Week 6

Analyze writings of Selections Eighteen and Nineteen.

Listen to readings from outside selections.

Have critical analysis of readings by students.

Arrange conferences.

Week 7

Assess writings from Selection Twenty.

Conclude discussions on Stop, Look, and Write.

Discuss ideas gathered in students' journals.

Week 8

Have student observation period: write on increased powers of observation.

Discuss writings from increased powers of observation assignment.

Student conferences.

Week 9

Make comparisons of early and later writings.

Assign writings on outside selection.

Conduct readings of students' papers; recognize improvements in students' writings.

Student evaluation.

Class evaluation.

Suggested Approaches

Assign at least two outside writings.

Ask for five entries per week in students' journals.

Organize list of topics for short writings in class and for outside writings.

Use recordings and filmstrips.

Encourage writing from art prints, pictures, and music.

Bibliography

Bailey, Matilda, and Others. "Creative Writing," Our English Language. New York: American Book Co., 1957.

Brewton, John E. "Writing Effective Paragraphs," Using Good English. River Forest, Illinois: Laidlaw Brothers Publishers, 1966.

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Deboer, John J. "Creative Writing," *Building Better English 12.* Evanston, Illinois: Row Peterson and Co., 1961.

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Evans, Bertrand. "Writing and Composing," *English Journal,* Vol. XLVIII, No. 1 (January, 1959), 12-20.

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Knickerbocker, Kenneth and Stewart, Bain Tate. *Writing about Poetry.* New York: Holt, Rinehart and Winston, Inc., 1967.

Leavitt, Hard Day and Sohn, David A. *Stop, Look, and Write.* New York: Bantam Books, Inc., 1967.

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McElheny, Kenneth. "Of Cows and Colors: Imaginative Writing in High School," *English Journal,* Vol. 55, No. 1 (January, 1966), 53-61.

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Mueller, Lavonne. "Creative Writing for All Students," *English Journal.* Vol. 58, No. 7 (October, 1969), 1053-1060.

Payne, Lucile Vaughan. *The Lively Art of Writing.* Chicago: Follett Publishing Co., 1965.

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Phase-Elective English Program, Scottsville, Kentucky: Allen County High School, 1969.

Roberts, Edgar V. *Writing Themes About Literature.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964.

Thomas, Cleveland A. "Fostering Creativity in High School English," *English Journal,* Vol. LI, No. 9 (December, 1962), 625-627.

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Ward, William S. *Kentucky English Bulletin.* (Student Writing Issue) Vol. 16, No. 3 (Spring, 1967).

JOURNALISM (Phases 3-5)

Course Description

Journalism is designed to familiarize students with the functions and responsibilities of the newspaper. The course will cover the history of journalism, the news story, the feature story, the editorial, the special column, the production of a newspaper, and careers in journalism.

Achievement Level

Students enrolled in this course should be reading and writing proficiently for grade level achievement and should have a sincere interest in the field of journalism.

Objectives

To help students see the importance of journalism in our society.

To teach students how to evaluate and choose good newspapers and news magazines.

To aid students in distinguishing between fact and opinion.

To develop skills in writing accurately and concisely.

To consider journalism as a career opportunity.

Materials Provided for Students

Miller, Carl G. Modern Journalism

The Courier-Journal

The Elizabethtown News

The Hardin County Enterprise

Course Outline

I. Introduction to journalism

  A. The power of the press

  B. Mass communication

II. The history of American journalism

III. The news story

- A. What is news?
- B. Where and how to find news
- C. Writing the news story
- D. Writing the headline

IV. Copyreading

V. Special types of news writing

- A. Interviews
- B. Sports
- C. Features
- D. Reviews
- E. Columns

VI. The voice of the newspaper

- A. Editorial policy
- B. The editorial
- C. The editorial page

VII. Principles of make-up and proofreading

VIII. Printing process

IX. Advertising

- A. Layout design
- B. Ad copy

X. The school paper

XI. Careers in journalism

XII. Summary and evaluation

Nine Weeks' Plan

Week 1

Introduction to the course

Discussion of mass communication and the power of the press.

Assign reading on history of American journalism.

Class discussion on influence of journalism in American history.

Week 2

Discussion of the news story.

Assign appropriate exercises to illustrate the news story.

Introduce the journalism stylebook.

Explain the role of a copyreader and provide exercises in copyreading.

Weeks 3-4

Lecture on and discuss special types of news writing.

Present samples of each type.

Assign interviews, sports columns, features, reviews, and columns.

Week 5

Discuss functions of the editorial staff.

Read and analyze several editorials.

Assign editorials.

Week 6

Discuss the mechanics of newspaper production, including page make-up, proofreading, and the printing process.

Assign appropriate exercises.

Week 7

Discuss advertising and circulation.

Determine the function of the school paper.

Week 8

Involve class in publishing a complete classroom newspaper.

Week 9

Investigate careers in journalism.

Assign library research on careers.

Invite guest speaker for lecture and discussion.

Summarize and evaluate.

Suggested Approaches

Have students prepare notebook with sample news stories.

Develop a special glossary for journalism class.

Use a special in-depth study of a newspaper.

Guest speakers.

Field trips to local newspaper plants.

Supplementary Materials

Filmstrips

Writing and Printing in America

The Newspaper: Writing and Evaluating News Stories (a set of four filmstrips and 2 LP's)

Books

Ault, Phil. News Around the Clock.

Bonner, M. G. The Real Book About Journalism.

Borah, Leo A. News Writing for High Schools.

Botter, David. News Reporters and What They Do.

Floherty, John J. Get That Story.

Gemmill, Henry and Kilgore, Bernard. Do You Belong in Journalism?

Parsons, Tom. Find a Career in Journalism.

Post, Homer A. and Snodgrass, Harold R. News in Print.

Schalbeben, Arville. Your Future in Journalism.

Sugarman, Elias E. Opportunities in Journalism.

Bibliography

Adams, Julian and Stratton, Kenneth. Press Time. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1963.

Beeler, A. J., and others. 740 Ways to Use A Newspaper in the Senior High Classroom. Louisville: The Courier-Journal and Louisville Times, 1966.

Berry, Thomas Elliott. Journalism Today. New York: Chilton Company, 1958.

Hartman, William. Journalism. River Front, Illinois: Laidlaw Brothers, 1968.

Miller, Carl G. Modern Journalism. New York: Holt, Rinehart and Winston, Inc., 1962.

Mott, George Fox. New Survey of Journalism. New York: Barnes & Noble, Inc., 1964.

Mulligan, John and D'Amelio, Dan. Experiences in Journalism. Chicago: Lyons and Carnahan, 1966.

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RESEARCH PROCESS (Phases 3-5)

Course Description

This course will disclose to the student the techniques of research. Extensive use of library facilities, and available outside sources will be explored. Outlinging, note-taking, and the actual compilation of documented papers will be included.

Achievement Level

The student should be skilled in the reading and writing arts at eleventh and twelfth grade levels. He should also be able to think abstractly and to work independently on an extensive research paper.

Objectives

To introduce the tools of research.

To teach the techniques of research.

To direct the student in organizing and developing the research paper.

To use effectively the resources of the library, and the services of the librarian.

To encourage independent study.

To prepare the student for writing college papers.

Materials Provided for Students

Indexes, bibliographies, encyclopedias and yearbooks

Leahy, William. Fundamentals of the Research Paper

Moore, Robert Hamilton. The Research Paper

Course Outline

I. Introduction to research methods

II. Use of the library

  A. Card catalog

  B. Periodical indexes

- C. General bibliographies
- D. General encyclopedias and yearbooks
- E. Dictionaries
- F. Biographical dictionaries
- G. Atlases
- H. Subject matter references
- I. Check library for other available tools

III. Procedure for research paper
- A. Selection of research topics
- B. Preparation of preliminary bibliography
- C. Making of tentative outline
- D. Reading and evaluation of sources
- E. Preparation of note cards
- F. Study use of footnotes
- G. Writing the rough draft

IV. Conferences with teacher and librarian
- A. Evaluation of preliminary work
- B. Discussion of problems encountered

V. Compilation of final draft
- A. Title page
- B. Final outline
- C. Text, with footnotes
- D. Final bibliography

VI. Evaluation of course

Nine Weeks' Plan

Week 1

State objectives and requirements of the research process.

Schedule time for students to browse in the library to investigate library facilities, and to discover available research aids.

Discuss the need for independent study.

Have class discussion on the value of research, and the worth of the research paper.

Ask the librarian to visit class for discussion and consultation.

Call attention to common problems that students may find in their research.

Assign to be discussed readings on a controversial subject created by published research (e.g., one of Shakespeare's plays).

Weeks 2-3-4

Introduce research paper procedure.

Ask students to submit a list of six carefully restricted topics for research, and be able to explain their interest, and why they believe it would be a good subject for a research paper.

Students should examine the book, 1,000 Ideas for the English Term Papers.

Select subject for paper.

Prepare preliminary bibliography.

Have students submit the tentative outline.

Make arrangements for library time for reading, note taking, evaluation.

Schedule student conferences.

Weeks 5-6-7-8

Continue sessions on reading, evaluating and note taking.

Check final bibliography cards and note cards.

Complete final outline.

Discuss content and form of final paper.

Study footnoting and form of manuscript.

Students should present rough draft for correction.

Confer with students on major errors.

Arrange class time for revision of rough drafts.

Complete dummy copy with footnotes and bibliography.

Submit final copy of research paper during eighth week.

Week 9

Arrange discussion and reports concerning readings about a controversy created by published research.

Evaluate the research paper and have student conferences.

Supplementary Material

Books and Pamphlets

Dangle, Lorraine F. and Haussman, Alice M. Preparing the Research Paper.

Farmer, Robert A. 1,000 Ideas for English Term Papers

Parker, William Riley. MLA Style Sheet

Filmstrips

Cooperation with the Librarian

Making the Library a Learning Center

Research Paper: Preliminary Stages

Research Paper: Bibliography and Footnotes

Transparencies

Bibliography

Brown, Zaidee. The Library Key. New York: H. W. Wilson Co., 1956.

Dangle, Lorraine F. and Haussman, Alice M. Preparing the Research Paper. New York: College Entrance Publication Corp., 1966.

Duffy, Thomas F. A Controlled Research Project. New York: Holt, Rinehart and Winston, Inc., 1968.

Dugdale, Kathleen. A Manual of Form for Theses and Term Reports. Bloomington, Indiana: Published by Author for Sale by Indiana University.

Farmer, Robert A. 1,000 Ideas for English Term Papers. New York: Arc Books, Inc., 1968.

Hinkle, George and Johnson, Frances R. The Form for the Term or Research Paper (Revised). Stanford, California: Stanford University Press.

Instruction Sheet for Preparing Term Papers. Bloomington, Indiana: Department of English, Indiana University.

Leahy, William. Fundamentals of the Research Paper. Chicago: Language Kit Co., 1964.

Moore, Robert Hamilton. The Research Paper. New York: Holt, Rinehart and Winston, Inc., 1968.

Parker, William Riley. MLA Sheet.

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SURVEY OF AMERICAN LITERATURE I (Phases 3-5)

Course Description

Survey of American Literature I is designed to aid students in their appreciation of our national literature through a study of selected works. The course traces the history of the American people through literature from its beginnings to the Romantic period.

Achievement Level

The student should be able to read effectively, carry on discussions, and form ideas from his reading.

Objectives

To enable the student to have an appreciation of American literature.

To identify characteristics common to early American authors.

To study the development of a national literature.

To recognize trends in American literature, their causes, and the influence they had on American culture.

Materials Provided for Students

Early, and others. Adventures in American Literature

Course Outline

I. The beginnings of the American tradition

  A. Historical background

  B. Writers

    1. William Bradford
    2. William Byrd
    3. Edward Taylor
    4. Jonathan Edwards
    5. Benjamin Franklin
    6. Patrick Henry
    7. Thomas Paine
    8. George Washington
    9. Thomas Jefferson

II. Early men of letters

A. Historical introduction

B. Writers

1. James Fenimore Cooper
2. Washington Irving
3. William Cullen Bryant
4. Edgar Allan Poe

III. Review and evaluation

Nine Weeks' Plan

Week 1

Explanation of course and its objectives.

Begin discussion of the historical background which led to the development of literature in America.

Read and discuss William Bradford's account of the voyage to the colonies.

Weeks 2-3

Continue discussion and exploration into the works of the New World and assign selected reading of William Byrd.

Discuss Indian literature.

Explore the works of Benjamin Franklin.

Review; evaluation through quiz.

Weeks 4-5

Explore Patrick Henry's "Speech in the Virginia Convention" and determine what role it played in the molding of the American tradition.

Discuss Thomas Paine's works and assign research on "Common Sense", thus leading into an analysis and discussion of the pamphleteers of the American Revolution.

Assign excerpt from George Washington's "Farewell Address."

Evaluation of assignments.

Week 6

Examine the works of Thomas Jefferson.

Review the beginnings of the American tradition and evaluate with quiz.

Discuss the historical background to the next period of American literature, the early men of letters.

Week 7

Analyze the works of James Fenimore Cooper and Washington Irving.

Explore the poetry of William Cullen Bryant.

Review; quiz.

Week 8

Analyze the poems, stories, and theories of Edgar Allan Poe.

Week 9

Review of course work.

Evaluation.

Supplementary Materials

Films

American Literature: Colonial Times

American Literature: Revolutionary Times

American Literature: Early National Period

Poe: Background for His Works

Tapes

"William Cullen Bryant"

"Edgar Allan Poe"

Books

Brooks, Van Wyck. New England Indian Summer.

Cooper, James Fenimore. The Deerslayer.

____________. The Last of the Mohicans.

____________. The Pathfinder.

____________. The Pioneer.

____________. The Spy.

Emerson, Ralph Waldo. English Traits.

Emerson, Ralph Waldo. Essays.

________________. Poems.

Irving, Washington. Alhambra.

________________. Rip Van Winkle.

________________. The Sketch Book of Geoffrey Crayon.

Poe, Edgar Allan. Masterpieces of Mystery.

________________. Complete Tales and Poems.

Bibliography

Early, James and others. Adventures in American Literature. New York: Harcourt, Brace and World, 1968.

Phase-Elective English. Jeffersontown, Kentucky: Jefferson County Public Schools, Revised Edition, 1969.

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THE AMERICAN NOVEL (Phases 3-5)

Course Description

This course is designed for the student who wishes to explore the development of the American novel from the nineteenth through the twentieth centuries. Novels to be read are Melville's Billy Budd, Hawthorne's The Scarlet Letter, Twain's The Adventures of Huckleberry Finn, Lewis' Main Street, and Lee's To Kill a Mockingbird.

Achievement Level

Students enrolled in the course should be able to read and understand materials on a high school level and have a desire to read and discuss American novels.

Objectives

To create an over-all view of the development of the American novel.

To encourage students to study the literary quality of the American novel.

To identify themes in each of the selected novels.

To aid students in the recognition of character development, plot construction, style, and symbolism.

To develop the writing about literature.

To emphasize vocabulary building as related to reading novels.

Materials Provided for Students

Billy Budd

The Scarlet Letter

The Adventures of Huckleberry Finn

Main Street

To Kill a Mockingbird

Course Outline

I. Introduction to the course

II. How to read a novel

III. The structure of a novel

IV. Novels to be studied

  A. Billy Budd

  B. The Scarlet Letter

  C. The Adventures of Huckleberry Finn

  D. Main Street

  E. To Kill a Mockingbird

V. Study of other American novels

VI. Summary and evaluation

Nine Weeks' Plan

Week 1

Introduce course and present requirements.

Use record and filmstrips on novel.

Discuss how to read novel.

Discuss the structure of a novel.

Provide time to read Billy Budd.

Week 2

Discuss Billy Budd.

Use filmstrips.

Quiz over material covered in Billy Budd.

Assign The Scarlet Letter.

Weeks 3-4

Provide class time for reading The Scarlet Letter.

Discuss character development and theme in The Scarlet Letter.

Use related filmstrips.

Assign writing project.

Quiz over The Scarlet Letter.

Assign The Adventures of Huckleberry Finn.

Week 5

Discuss The Adventures of Huckleberry Finn.

Show filmstrips and listen to records related to novel and Twain.

Quiz over The Adventures of Huckleberry Finn.

Assign Main Street.

Week 6

Discuss Main Street.

Show filmstrip.

Assign related writing project.

Quiz over Main Street.

Assign To Kill a Mockingbird.

Week 7

Discuss themes and characterizations from To Kill a Mockingbird.

Show filmstrip.

Assign related writing assignment.

Quiz over To Kill a Mockingbird.

Weeks 8-9

Assign novel of student's choice from reading list.

Schedule oral presentations based on reading.

Explore other American novels.

Summarize and evaluate.

Suggested Approaches

Encourage outside reading.

Use class participation extensively such as in panel discussions.

Assign related writing projects.

Have students develop criteria for literary criticism.

Make use of records, filmstrips, and films available.

Supplementary Materials

Filmstrips

Mark Twain

Moby Dick

Tom Sawyer

Call of the Wild

The Scarlet Letter

To Kill a Mockingbird

Huckleberry Finn

Billy Budd

Main Street

Literature Classics (Set of 4)

The Novel in Literature (Set of 6)

Records

"Marvin Miller Reads Mark Twain"

"Mark Twain Tonight"

"Scenes from American Novels"

"Understanding and Appreciation of the Novel"

16 MM Films

Mark Twain Gives An Interview

Mark Twain: Background for His Works

The Novel: What It Is, What It Does, What It's About

The Realists

Transparencies

The Elements of Fiction (Set of 23)

Pictures

See picture file in East Hardin Library

Books

Brooks, Van Wyck. Our Literary Heritage.

Burke, W. J. and Howe, Will D. American Authors and Books 1640-1940.

Chase, Richard, ed. Melville: A Collection of Critical Essays.

Cournos, John and Norton, Sybil. Famous Modern American Novelists.

Hart, James D. The Oxford Companion to American Literature.

Howe, Irving, ed. Edith Wharton: A Collection of Critical Essays.

Mizner, Arthur, ed. F. Scott Fitzgerald: A Collection of Critical Essays.

Schorer, Mark, ed. Sinclair Lewis: A Collection of Critical Essays.

Smith, Henry Nash, ed. Mark Twain: A Collection of Critical Essays.

Trent, William and others, editors. The Cambridge History of American Literature.

Weeks, Robert P. ed. Hemingway: A Collection of Critical Essays.

Supplementary Reading List of American Novels

Anderson, Sherwood. Winesburg, Ohio.

Bellamy, Edward. Looking Backward.

Boyd, James. Drums.

Buck, Pearl. The Good Earth.

Cather, Willa. My Antonia.

____________. Death Comes for the Archbishop.

Clark, Walter Van Tilburg. The Ox-Bow Incident.

Clemens, Samuel Langhorne. Tom Sawyer.

Crane, Stephen. The Red Badge of Courage.

Cooper, James Fenimore. The Deerslayer.

Dreiser, Theodore. An American Tragedy.

________________. Sister Carrie.

Edmonds, Walter D. Drums Along the Mohawk.

Faulkner, William. The Sound and the Fury.

Ferber, Edna. Show Boat.

Fitzgerald, F. Scott. The Great Gatsby.

Ford, Paul F. Janice Meredith.

Guthrie, A. B. The Big Sky.

Hall, James N. and Nordhoff, Charles. Mutiny on the Bounty.

Hawthorne, Nathaniel. The House of the Seven Gables.

Hemingway, Ernest. The Old Man and the Sea.

Howells, William Dean. The Rise of Silas Lapham.

Jackson, Helen. Ramona.

James, Henry. The Portrait of a Lady.

__________. The Turn of the Screw.

Johnston, Mary. To Have and to Hold.

Lewis, Sinclair. Babbitt.

____________. Arrowsmith.

London, Jack. The Call of the Wild.

McCullers, Carson. The Heart is a Lonely Hunter.

Melville, Herman. Moby Dick.

Mitchell, Margaret. Gone With the Wind.

Mitchner, James. Hawaii.

Norris, Frank. The Octapus.

Passos, John Dos. The Hand Parallel.

Rawlings, Marjorie Kinnan. The Yearling.

Sinclair, Upton. The Jungle.

Steinbeck, John. Of Mice and Men.

Stowe, Harriett Beecher. Uncle Tom's Cabin.

Stuart, Jesse. God's Oddling.

Tarkington, Booth. Seventeen.

Uris, Leon. Exodus.

Wallace, Lew. Ben-Hur.

Warren, Robert Penn. All the King's Men.

Wharton, Edith. Ethan Frome.

Wilder, Thornton. The Bridge of San Luis Rey.

Wolfe, Thomas. Look Homeward, Angel.

Wouk, Herman. The Caine Mutiny.

Bibliography

Beauchamp, R. F. The Structure of Literature. Middletown, Connecticut: American Education Publications, 1969.

Bernstein, Abraham. Teaching English in High School. New York: Random House, 1962.

Bromberg, Murray. Making Literature Lessons Live. New York: Atherton Press, 1961.

Ellis, Webb. A Teacher's Guide to Selected Literary Works. New York: Dell Publishing Company, 1965.

Fuller, Edmund and Achtenhagen, Olga. Four American Novels. New York: Harcourt, Brace, and World, Inc., 1959.

Heiney, Donald. Recent American Literature. Woodbury, New York: Barron's Educational Series, Inc., 1958.

Hook, J. N. The Teaching of High School English. New York: The Ronald Press, 1959.

Lass, Abraham, H., ed. A Student's Guide to 50 American Novels. New York: Washington Square Press, Inc., 1966.

Phase-Elective English. Jeffersontown, Kentucky: Jefferson County Public Schools, 1969.

Smith, Guy E. American Literature. Patterson, New Jersey: Littlefield, Adams & Company, 1964.

READINGS IN ENGLISH LITERATURE II (Phases 3-5)

Course Description

Readings in English literature from the Romantic Era to the present day is a course designed for the purpose of studying the leading authors and works of the time indicated. An introduction to the development of English literature will be given at the beginning of the course, but study will be focused on selected works.

Achievement Level

The student should be able to read and comprehend required materials. He should be able to interpret the historical impact on great periods of literature.

Objectives

To study significant periods in English literature.

To acquaint the students with literary figures of English literature.

To teach the development of various forms of literature.

To use the stream of ideas of the periods to motivate oral and written activities.

Materials Provided for Students

Priestly, J. B. and others. Adventures in English Literature (Classic Edition).

Films

Records

Filmstrips

Reading list

Course Outline

I. The Romantic Period

  A. Historical background

B. Romantic poets

1. William Wordsworth
2. Samuel Taylor Coleridge
3. Lord Byron
4. Percy B. Shelley
5. John Keats
6. Thomas Gray
7. Robert Burns

C. Romantic Prose Writers

1. Charles Lamb
2. Samuel Taylor Coleridge

II. The Victorian Period

A. Historical background

B. Poets

1. Alfred Lord Tennyson
2. Robert Browning
3. Elizabeth Barrett Browning
4. Matthew Arnold

C. Prose Writers

1. Thomas Caryle
2. Matthew Arnold
3. Robert Louis Stevenson

III. The Modern Age

A. The short story

B. Outstanding modern writers

C. Modern drama and poetry

Nine Weeks' Plan

Week 1

Introduction to Romantic period.

Read and discuss Wordsworth, Coleridge, and Byron.

Assign reports on some other writers of this era; such as: Scott, Lamb, etc.

Week 2

Study and discuss poetry of Keats, Gray, and Burns.

Make a comparison of the Romantic Age of England with that of America.

Test the Romantic Age material covered.

Week 3

Introduce the Victorian period discussing the material and scientific advance of this period.

Study and discuss the Victorian Spirit and tastes and growing Middle Class.

Assign oral reports on topics related to this period.

Begin study of Tennyson.

Week 4

Finish study of Tennyson.

Study the poets of the Victorian period.

Assign reports on other writers of this period.

Week 5

Study the prose writers.

Test the material covered on Victorian period.

Weeks 6-7-8-9

Introduce the Modern Age.

Make a study of the outstanding writers of the modern age.

Discuss the arts in contemporary Britain.

Study and discuss modern poetry.

Assign oral reports on the study of the short story.

Test Twentieth Century work covered.

Evaluate the course.

Supplementary Materials

Books

Ashley, M. Life in Stuart England.

Austin, Jane. Pride and Prejudice.

__________. North Anger Abbey.

Barnhart, C. *New Century Book of English Literature*.

Baugh, A. *Literary History of England*.

Auslander, Joseph. *The Winged Horse*.

Benet, William Rose and Aiken, Conrad. *An Anthology of Famous English and American Poetry*.

Brooks, Cleanth. *Understanding Poetry*.

Clark, Thomas C. *1,000 Quotable Poems*.

Cole, William. *Fireside Book of Humorous Poetry*.

Cross, E. A. *Heritage of British Literature*.

Hayward, John. *Oxford Book of Nineteenth-Century English Verse*.

Hopkins, Kenneth. *English Poetry*.

Quiller-Couch, Sir Arthur. *Oxford Book of English Verse*.

Smith, David Nichol. *Oxford Book of Eighteenth-Century Verse*.

Additional Books Available

Benet, Laura. *Coleridge, Poet of Wild Enchantment*.

Browning, Robert. *Complete Poetical Works*.

Burnett, C. *The Silver Answer*.

Burns, Robert. *Poems of Robert Burns*.

Bushnell, N. *Historical Background of English Literature*.

Churchill, Winston. *Their Finest Hour*.

________________. *The Second World War*.

Davis, W. S. *Life in Elizabethan Days*.

Defoe, Daniel. *Robinson Crusoe*.

Dickens, Charles. *Christmas Tales*.

______________. *David Copperfield*.

______________. *Little Dorrit*.

______________. *Martin Chuzzlewit*.

______________. *Oliver Twist*.

______________. *Tale of Two Cities*.

Dickens, Charles. Old Curiosity Shop.

Eliot, George. Adam Bede.

__________. The Mill on the Floss.

__________. Silas Marner.

Ellis, William A. Story of English Life.

Goldsmith, Oliver. Vicar of Wakefield.

Hardy, Thomas. Return of the Native.

__________. Collected Poems.

Harvey. Oxford Companion to English Literature.

Hutchins, R. Gateway to the Great Books.

__________. Great Books of the Western World.

Jarden. The Young Brontes.

Keats, J. Poems of John Keats.

Kuntiz and Haycraft. British Authors Before 1800.

______________. Twentieth Century Authors.

Lamb, C. Tales from Shakespeare.

______. Letters.

Magill, F. Cyclopedia of World Authors Vol. I and Vol. II.

Malkys. Story of Winston Churchill.

Moddy, W. History of English Literature.

Maugham, Somerset. Of Human Bondage.

Montgomery, D. H. Leading Facts of English History.

Orwell, George. Animal Farm.

Rausen. Poems of Tennyson.

Scott, Sir Walter. Ivanhoe.

______________. Quentin Durward.

Shaw, G. B. and Smith, J. The Unrepentant Pilgrim.

Shelley, Percy B. The Boy Shelley.

Street, A. Land of the English People.

Stevenson, E. Home Book of Verse Vol. I and Vol. II.

Swift, Jonathan. Gulliver's Travels.

Tennyson, Alfred. Poems of Tennyson.

Thackeray, W. M. Vanity Fair.

Winwar, F. Elizabeth.

Woolfe, V. Flush.

Wordsworth, William. Complete Poetical Works of Wordsworth.

________________. Poems of Wordsworth.

Films

English Literature: The Romantic Period

English Literature: The Seventeenth Century

English Literature: The Victorian Period

Filmstrips

Treasure Island

Tale of Two Cities

Art Prints

All famous English authors.

Tapes

Eighteenth and Nineteenth Century Poets and Poems of England

Records

"Great Poets of English Literature"

"John Masefield Reading Sea Fever and Other Poems"

"Poetry of Keats and Shelley"

"Rime of Ancient Mariner"

"Sonnets from the Portuguese"

Bibliography

Bennett, Robert A. Types of Literature. New York: Ginn and Co., 1964.

Daiches, David and others. English Literature. New York: Houghton Mifflin Co., 1968.

Inglis, Rewey Belle, and others. Adventures in English Literature. New York: Harcourt, Brace and Co., 1952.

Phase-Elective English. Jeffersontown, Kentucky: Jefferson County Public Schools, 1969.

Pooley, Robert and others. England in Literature. Chicago: Scott, Foresman and Co., 1957.

Priestley, J. B. and others. Adventures in English Literature (Classic Edition). New York: Harcourt, Brace, and World, 1968.

Quennell, Marjorie and C.H.B. A History of Everyday in England. New York: Charles Scribners' Sons.

Rodebaugh, Delmar and others. Prose and Poetry of England. Chicago: L. W. Singer Co., 1963.

Street, Alicia. The Land of the English People. New York: J. B. Lippincott Co., 1946.

Wilcox, Richard. Literary England. New York: Random House, 1944.

THE ENGLISH NOVEL (Phases 3-5)

Course Description

This course is designed to acquaint the student with the major periods, and some of the major writers of the English novel. Study will be centered around the reading and discussion of Bunyan's The Pilgrim's Progress, Austen's Pride and Prejudice, Bronte's Wuthering Heights, Hardy's Return of the Native and Orwell's 1984. Through the use of filmstrips the class will be introduced to Dickens' Tale of Two Cities, Scott's Ivanhoe, and Stevenson's Kidnapped.

Achievement Level

Students should be able to read, comprehend, and discuss intelligently materials on the secondary level.

Objectives

To enrich the reader's understanding and appreciation of a few books that are a vital part of our literary heritage.

To recognize the major historical periods of the English novel.

To place each novel studied in its correct historical setting.

To learn major historical events linking the novels.

To recognize the people of the novel as they play their roles in the story.

To identify themes that reoccur in the novels.

To encourage the student to judge the literary value of the English novel.

To enable the student to express in writing and speech his ideas concerning the development of the English novel.

To encourage the student to make his own rich and varied reading program.

Materials Provided for Student

Bunyan, John. The Pilgrim's Progress

Austen, Jane. Pride and Prejudice

Bronte, Emily. Wuthering Heights

Hardy, Thomas. The Return of the Native

Course Outline

I. Objectives and requirements

II. Novels to be studied

- A. Forerunner--Bunyan, John. The Pilgrim's Progress
- B. Social Comedy and Satire--Austen, Jane. Pride and Prejudice
- C. Individual Worlds--Bronte, Emily. Wuthering Heights
- D. Character and Environment--Hardy, Thomas. The Return of the Native
- E. A Reverse Utopia--Orwell, George. 1984

III. Evaluation

Nine Weeks' Plan

Week 1

Present course objectives and requirements.

Introduce The Pilgrim's Progress and provide time for class reading.

Investigate the use of allegory in the book.

Study handling of scenes from common English life of the Seventeenth Century.

Have class discussion on the author, John Bunyan.

Lead students to form opinions about the book.

Urge students to use the study guides on The Pilgrim's Progress.

Assign Pride and Prejudice to be read by Week 3.

Weeks 2-3

Give essay test to cover material on The Pilgrim's Progress.

Read a brief biography of Jane Austen.

Explore plot construction, characterization, dramatic quality, realism, language, irony, satire, wit, humor.

Form conclusion about importance of letters in the novel.

Give time for group discussions.

Use role playing technique to create interest.

Write character analyses.

Ask students to write a general critique of Pride and Prejudice instead of testing over the material.

Assign Wuthering Heights to be finished by Week 5.

Weeks 4-5

Ask a student to give oral report on life of Emily Bronte.

Discuss themes and characters in Wuthering Heights.

Explore the two worlds of passion and reason against each other over three generations.

Note use of time shifts, shifts in point of view, and the highly sophisticated narration.

Comment on emotions and form of this novel as to the time of writing. Show how Bronte could easily have been a writer of two different ages, also note how in this novel she avoids completely the conventions of Victorian fiction.

Encourage students to give critical opinions of the novel.

Test the students on Wuthering Heights, using both essay and objective type questions.

Assign Hardy's The Return of the Native.

Week 6

View filmstrip on Ivanhoe, and allow time for evaluation.

Allow some time in class for reading The Return of the Native.

See and discuss the filmstrip, Kidnapped.

Weeks 7-8

Approach The Return of the Native through the study of plot, the unities (time, place, action), and characterization.

Find evidence of Hardy's belief in fate as a malign influence on the affairs of man: and man is the sole moral force in the universe.

Discover from reading the means by which character is revealed.

Discuss Hardy's style.

Read and work in groups on discussion, using Cliff Notes.

Write character sketches.

Administer essay test on the novel.

Use filmstrip Tale of Two Cities and evaluate.

Assign 1984.

Allow some time for reading 1984.

Week 9

Conduct brief study of life of George Orwell.

Note slogans of Orwell's State "War is Peace", "Freedom is Slavery", "Ignorance is Strength". Work on interpretations of slogans.

Study Orwell's descriptions of the mechanisms and techniques of the police state.

Consider the coinages that have become part of the English language.

Discuss whether this book is both a prophecy and a warning.

Give critical opinion of the book.

Supplementary Materials Available

Filmstrips

Ivanhoe

Kidnapped

Tale of Two Cities

Records

"Understanding and Appreciation of the Novel"

Supplementary Reading List

Austen, Jane. Emma.

__________. Sense and Sensibility.

Bennett, Arnold. Old Wives' Tales.

Bronte, Charlotte. Jane Eyre.

Butler, Samuel. The Way of All Flesh.

Conrad, Joseph. Lord Jim.

Cronin, A. J. The Citadel.

__________. Keys of the Kingdom.

Defoe, Daniel. Robinson Crusoe.

Dickens, Charles. David Copperfield.

______________. A Tale of Two Cities.

Eliot, George. Silas Marner.

____________. Adam Bede.

Fielding, Henry. Tom Jones.

Galsworthy, John. The Forsyte Saga.

Goldsmith, Oliver. The Vicar of Wakefield.

Hardy, Thomas. Jude the Obscure.

Hilton, James. Good-bye Mr. Chips.

Hudson, W. H. Green Mansions.

Huxley, Adolph. Brave New World.

James, Henry. The Portrait of a Lady.

Joyce, James. A Portrait of the Artist as a Young Man.

Kipling, Rudyard. Kim.

Lytton, Bulwer. The Last Days of Pompeii.

Maugham, Somerset. Of Human Bondage.

Meredith, George. The Ordeal of Richard Feverel.

Paton, Alan. Cry, the Beloved Country.

Priestley, J. B. The Good Companions.

Richardson, Samuel. Pamela.

Scott, Walter. Ivanhoe.

____________. The Heart of Midlothian.

Snow, C. P. The Masters.

Sterne, Lawrence. Tristam Shandy.

Stevenson, Robert L. Treasure Island.

Stevenson, Robert L. Kidnapped.

__________________. The Strange Case of Dr. Jekyll and Mr. Hyde.

Thackeray, William M. Vanity Fair.

Waugh, Evelyn. Brideshead Revisited.

Wells, H. G. The Time Machine.

Woolf, Virginia. To the Lighthouse.

Orwell, George. Animal Farm.

Bibliography

Bartlett, Lynn C. and Sherwood, William R. The English Novel. New York: Lippincott, 1967.

Cournor, John and Norton, Sybil. Famous British Novelists. New York: Dodd, 1952.

Drew, Elizabeth. The Novel. New York: Dell Publishing Co., 1963.

Herron, William D. "An Approach to Teaching A Tale of Two Cities", English Journal, Vol. XLVIII, No. 7 (October, 1963), 506-511.

Hunt, Kellog W. "Getting into the Novel", English Journal, Vol. L, No. 9 (December, 1961), 601-606.

Lass, Abraham (ed.). A Students Guide to 50 British Novels. New York: Washington Square Press, Inc., 1966.

McCullough, Bruce. Representative English Novelists: Defoe to Conrad. New York: Harper and Brothers Publishers, 1946.

Phase-Elective English. Jeffersontown, Kentucky: Jefferson County Public Schools, Revised Edition, 1969.

Phase-Elective English Program. Scottsville, Kentucky: Allen County High School, 1969.

Priestley, J. B. and others. Adventures in English Literature. (Classic Edition) New York: Harcourt, Brace and World, 1968.

USOE Project 661691. PROJECT APEX: Appropriate Placement for Excellence in English. Trenton, Michigan: Trenton Public Schools, 1967.

ADVANCED SPEECH (Phases 3-5)

Course Description

This course is designed for the student who is interested in advanced public speaking assignments, parliamentary law, discussion, debate, declamation, and oratory.

Achievement Level

A student enrolled in this course should be able to read on the high school level and have the ability to express himself in a confident and meaningful way.

Objectives

To provide opportunities for students to think logically.

To develop an understanding of the necessity and purpose of parliamentary procedure.

To teach the importance of discussion in a democracy.

To further develop the student's listening and speaking abilities.

To develop leadership ability.

To help students discover problem-solving techniques.

Material Provided for Students

Robinson, Karl F. and Lee, Charlotte. Speech in Action.

Course Outline

I. Introduction to the course
    A. Importance of effective speech in our society
    B. Goals for the course

II. Public Speaking
    A. Extemporaneous delivery
    B. Manuscript delivery
    C. Impromptu delivery
    D. Appraisal of speeches

III. Parliamentary Procedure

- A. Organizing a temporary group
- B. Organizing a permanent society
- C. Conducting business
- D. Authority for parliamentary law

IV. Group discussion

- A. Panel
- B. Phillips 66 buzz session
- C. Symposium
- D. Debate-forum

V. Debate

- A. Definition
- B. Forms of debate
- C. The debate topic
- D. Finding material
- E. Developing brief
- F. Refutation
- G. Judging debates

VI. Declamation and oratory

- A. Original orations
- B. Selections for declaiming
- C. Delivery of declamation and oration

Nine Weeks' Plan

Week 1

Discuss importance of effective speech and goals for course.

Show film Fundamentals of Public Speaking.

Discuss and assign extemporaneous speech.

Week 2

Evaluate and discuss extemporaneous speeches.

Assign manuscript speech.

Evaluate and discuss manuscript speeches.

Have impromptu speeches.

Week 3

Introduce parliamentary procedure.

Show film Parliamentary Procedure in Action.

Organize society.

Elect officers and conduct business.

Discuss authority for parliamentary law.

Weeks 4-5

Introduce group discussion.

Assign panel discussion groups.

Provide class time for work on panels.

Have Phillips 66 buzz session.

Discuss the symposium and debate-forum.

Assign either symposium or debate-forum.

Weeks 6-8

Introduce debate.

Discuss forms of debate.

Discuss selection of debate topics.

Assign debate groups.

Find material on topics.

Develop briefs.

Discuss refutation.

Discuss the judging of debates.

Have debates and evaluate.

Week 9

Discuss declamations and orations.

Assign appropriate exercises.

Evaluate the course.

Suggested Approaches

Extensive use of tape recorder.

Encourage independent projects.

Assign television viewing of speeches and debates.

Form organization and conduct business.

Study leadership roles.

Have students participate as judges and critics.

Supplementary Materials

Films

Fundamentals of Public Speaking

Parliamentary Procedure in Action

Filmstrips

Parliamentary Procedure in Action (set of 3)

Records

"The Art of Debate"

"Speak Well"

"Great American Speeches"

Magazine

Vital Speeches

Books

Adams, Harlen and Pollock, Thomas. Speak Up!

Bryant, Donald and Wallce, Karl. Oral Communication.

Copeland, Lewis. The World's Great Speeches.

Elson, E. F. and Peck, Alberta. The Art of Speaking.

Hibbs, Paul and others. Speech for Today.

Lupton, Martha. Speaker's Desk Book.

Moses, Elbert R. A Guide to Effective Speaking.

Nizer, Louis. Thinking on Your Feet.

Procknow, Herbert V. The Successful Speaker's Handbook.

Strauss, Bert and Frances. New Ways to Better Meetings.

Bibliography

Barnes, Harry C. and Smith, Loretta. Speech Fundamentals. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1953.

Brandes, Paul D. and Smith, William. Building Better Speech. New York: Noble & Noble, 1962.

Bryan, Martin. Dynamic Speaking. New York: The Macmillan Co., 1962.

Carlile, Clark S. 38 Basic Speech Experiences. Pocatello, Idaho: Idaho State University, 1966.

Commonwealth of Kentucky. Oral Communication in Kentucky Schools. Frankfort: Department of Education, Dec., 1968.

Fort, Lyman M. Speech for All. Boston: Allyn and Bacon, Inc., 1967.

Hedde, Wilhelmina and others. The New American Speech. New York: J. B. Lippincott Company, 1963.

Irwin, John and Rosenberger, Marjorie. Modern Speech. New York: Holt, Rinehart, and Winston, Inc., 1966.

Lamers, William and Staudacher, Joseph. The Speech Arts. New York: Lyons and Carnahan, Inc., 1966.

USOE Project 661691. PROJECT APEX: Appropriate Placement For Excellence in English. Trenton, Michigan: Trenton Public Schools, 2nd Edition (Revised), Spring, 1967.

THEATRE WORKSHOP (Phases 3-5)

Course Description

Theatre Workshop is an introduction to the elements of drama which include acting, directing, producing, and criticism. Class discussion is utilized to a great extent and a textbook is used in addition to paperback books.

Achievement Level

Students who are interested in drama and who want to explore all phases of play producing will enjoy the course.

Objectives

To teach an understanding of the types and styles of drama.

To teach an understanding of the structure and elements of a play, including theme, characterization, plot, dialogue, setting, and atmosphere.

To initiate acting experiences for the students.

Materials Provided for Students

Barnes and Sutcliffe. On Stage, Everyone.

Course Outline

I. Introduction

II. History

  A. Playwrights

  B. Actors

  C. Plays

  D. Methods

  E. Theater

III. Performance activities

  A. Pantomimes

- B. One-character cuttings
- C. Two-character cuttings
- D. One-act plays

IV. Reading activities
- A. Art section of paper
- B. Plays
- C. Critique

V. Evaluation

Nine Weeks' Plan

Week 1

Introduce class activities and materials to be covered.

Give a brief history of the theatre.

Play charades as a means of getting students to act wihout self-consciousness.

Present pantomimes.

Examine art section of the newspaper, study reviews.

Week 2

Discuss play reviews as they appear in newspapers, magazines, and on television.

Describe the types of plays and assign excerpts from specific plays to reinforce this learning experience.

Read and discuss an example of each type of play.

Week 3

Read a short play orally in class, assign parts--(e.g., The Valiant).

Weeks 4-5

Explain how to do one-character cuttings.

Distribute cuttings to students according to their personal selection.

View performances of the cuttings; critique.

Week 6

Explain how to do a two-character cutting.

Assign two-character cuttings; schedule in-class performances.

Critique.

Week 7

Select one-act play to be performed in class.

Assign individuals to work on sound, lighting, costumes.

Have try-outs for speaking parts.
Choose a cast and read the play aloud.

Weeks 8-9

Presentation of completed work on sound, lighting, and costumes.

Work on one-act play in preparation for presenting it before an audience.

Discuss plays on television and movies and evaluate them according to standards studied.

Present play before an audience.

Evaluate and discuss projects.

Bibliography

Hactor, Marian and Blanche Swartz. A Book of Drama I. New York: Harcourt, Brace and World, Inc., 1969.

Hactor, Marian and Blanche Swartz. A Book of Drama II. New York: Harcourt, Brace and World, Inc. 1969.

Ommanney, Katherine Anne. The Stage and the School. New York: McGraw-Hill Book Company, Inc., 1960.

Stevens, Louise G. Introduction to Drama. Cincinnati: McCormick-Mathers Publishing Co., Inc., 1965.

USOE Project 661691. Project Apex: Appropriate Placement for Excellence in English. Trenton, Michigan: Trenton Public Schools, 2nd Edition (Revised), Spring, 1967.

THE SHORT STORY (Phases 3-5)

Course Description

The Short Story will attempt to develop appreciation and understanding of the possibilities of the short story form. The student will study a variety of good stories by outstanding writers from American, English, and World literature.

Achievement Level

The student should be able to read and comprehend material on a secondary level.

Objectives

To explore a variety of good stories by outstanding writers.

To encourage pleasurable and thoughtful reading of a wide scope of stories.

To develop appreciation of the short story as a literary type.

To acquaint the students with the techniques and narrative methods used by skillful short story writers.

To help students relate short stories to their own personal experience thus gaining an illuminating glimpse of life.

To introduce the student to the literary terminology of the short story.

To increase the students' understanding of human nature by studying a variety of characters.

Materials Provided For the Student

Lid, R. W. The Short Story Classic and Contemporary

Millet, Nancy C. and Frockmorton, Helen J. How To Read a Short Story

Course Outline

I. Introduction

II. Development of the short story

III. Elements of the short story

IV. The American scene

- A. F. Scott Fitzgerald
- B. Alan Seager
- C. John Cleever

V. Continental Classics

- A. Ivan Turgenen
- B. Gustave Flanbert
- C. Guy de Maupassant

VI. Toward a modern tradition

- A. Henry James
- B. Stephen Crane
- C. James Joyce
- D. D. H. Lawrence

VII. Classic and contemporary

- A. Alexander Pushkin
- B. Nikolai Gogal
- C. Anton Chekhov
- D. Nathaniel Hawthorne
- E. Herman Melville
- F. Theodore Orcisir
- G. Sherwood Anderson
- H. William Faulkner
- I. Luigi Pirandello
- J. Jean-Paul Sartre
- K. Walter Van Tilbury Clark
- L. Paul Bowles
- M. Bernard Molamud

N. Saul Bellow

O. Truman Capote

VIII. Stories and commentaries

A. Nelson Algren

B. Ernest Hemingway

Nine Weeks' Plan

Weeks 1-2

Explain the development of the short story as a literary type.

Study the three essential elements of the short story.

Discuss other elements of the short story.

Assign How To Read a Short Story and discuss.

Week 3

Study the short stories of three American authors applying the facts already learned in How To Read a Short Story.

Weeks 4-5

Read three continental classics applying terminology already learned.

Choose a favorite character and write a character sketch.

Read four modern short stories.

Review and evaluate student.

Weeks 6-7-8

Study selected classic and contemporary stories.

Evaluate the student.

Week 9

Read two short stories and a commentary on each.

Write a critical analysis of a short story.

Evaluate the student and the course.

Supplementary Materials

Books

Ashmun, Margaret. *Modern Short Stories.*

Bailey, Robison and Canby, Henry Seidel. *The Book of the Short Story.*

Beachcroft, T. O. *The English Short Story.*

Becker, May Lamberton. *Golden Tales of Our America.*

Beecroft, John and Costain, Thomas B. *More Stories To Remember.*

Benet, Stephen Vincent. *The Last Circle.*

Canfield, Dorothy. *Something Old Something New.*

Christie, Agatha. *Surprise! Surprise!*

Clarke, Arthur C. *The Other Side of the Sky.*

Coombs, Charles L. *Teen-Age Adventure Stories.*

Cooper, Alice Cecilia. *Modern Short Stories.*

Day, A. Grove. *The Greatest American Short Stories.*

Eggleston, Margaret W. *Forty Stories.*

Ferber, Edna. *One Basket.*

Foley, Martha. *The Best American Short Stories.*

Goodman, Jack. *Dog Stories.*

Harte, Bret. *The Best of Bret Harte.*

Harte, Bret. *The Luck of Roaring Camp and Other Sketches.*

Harighurst, Walter. *Masters of the Modern Short Story.*

Hemingway, Ernest. *The Hemingway Reader.*

Henry, O. *The Complete Works of O. Henry.*

Irving, Washington. *Tales of a Traveller.*

Kipling, Rudyard. *Indian Tales.*

______________. *Just So Stories.*

______________. *Kipling.*

______________. *Maugham's Choice of Kipling's Best.*

Kipling, Rudyard. Plain Tales From the Hills.

__________. Selected Stories From Kipling.

Laubacker, Sarah E. and Lodge, Robert A. A Book of Short Stories.

Lewis, Sinclair. Selected Short Stories.

Malley, E. Louise. The Treasury of Animal Stories.

Mere, Walter DeLa. Broom Sticks and Other Tales.

Maupassant, Guy De. Short Stories.

Patton, William. Short Story Classic.

Poe, Edgar Allan. The Complete Tales and Poems of Edgar Allan Poe.

Redman, Crosby E. Introduction to the Short Story.

Schweckert, Harry C. French Short Stories.

Seely, Howard Francis. Recent Stories For Enjoyment.

Stuart, Jesse. Clearing In The Sky and Other Stories.

__________. Plowshare In Heaven.

Summers, Hollis. Kentucky Story.

Wilde, Oscar. The Complete Writings of Oscar Wilde.

Filmstrips

How To Read Short Stories

Films

Poe, Edgar Allan. Background For His Works

Bibliography

Lid, R. W. The Short Story Classic and Contemporary. New York: J. B. Lippincott Company, 1966.

Millett, Nancy C. and Throckmorton, Helen J. How To Read a Short Story. Boston, Massachusetts: Ginn and Company, 1969.

MYTHOLOGY (Phases 3-5)

Course Description

Mythology will explore selected myths and concentrate on how these myths have become an important part of literature.

Achievement Level

The student should be able to comprehend material on a secondary level.

Objectives

To trace Greek and Roman civilization.

To explain why and how myths originated.

To explore the most important myths.

To observe mythological influence in selected literature.

Materials Provided For Students

Hamilton, Edith. Mythology.

Course Outline

I. Introduction
   A. Greek and Roman mythology
   B. Meaning of "mythology"
   C. Evolution of mythology
II. Creation of the world
III. Major gods and goddesses
IV. Early mythological heroes
V. Love and adventure narratives
VI. Poets of mythology
   A. Homer
   B. Virgil
   C. Ovid

VII. Trojan War

- A. Exposition
- B. Fall of Troy
- C. Odysseus
- D. Aeneas

VIII. Outstanding mythological families

IX. Minor myths

Nine Weeks' Plan

Weeks 1-2

Explain class objectives and requirements.

Present several term projects to the class.

Formulate in class discussion an appropriate definition for "mythology".

Trace Greek and Roman civilizations and the evolution of mythology.

Discuss the kinship of Greek and Roman mythology.

Week 3

Study the mythological creation of the world.

Acquaint the students with the major Greek and Roman gods and goddesses.

Evaluate the student.

Week 4

Check the progress of term projects.

Begin the study of early mythological heroes.

Read and discuss the mythological themes of adventure and love.

Evaluate.

Weeks 5-6-7

Study the poets of mythology.

Explain background facts of Trojan War.

Discuss the heroes of the Trojan War, the Trojan War, and the fall of Troy.

Acquaint the students with the adventures of Odysseus and Aeneas.

Evaluate the student.

Week 8

Introduce the students to the major mythological families.

Study selected minor myths.

Collect term projects.

Week 9

Devote attention to mythological references in literature.

Evaluate the student and the course.

Supplementary Materials

Books

Benson, Salley. Gods and Heroes.

Bullfinch, Thomas. Mythology.

Gayley, Charles Mills. The Classic Myths of Literature.

Gourber, H. A. Myths of Greece and Rome.

Harshaw, Ruth. The Council of the Gods.

Keary, A. and E. The Heroes of Asgard.

Zimmerman, J. E. Dictionary of Classical Mythology.

Filmstrip-Record Combinations

Aeneid

Ancient Greece: Cradle of Western Civilization

Great Classics in Literature: Iliad

Great Classics in Literature: Odyssey

Greek Mythology

Films

Ancient Rome

Athens: The Golden Age

Charlemagne and His Empire

Recordings

Edith Hamilton "Echoes in Greece"

"The Death of Patroclus"

"The Iliad and The Odyssey of Homer"; Vol. I-II

Bibliography

Bullfinch, Thomas. Mythology. New York: Random House, Inc.

Hamilton, Edith. Mythology. Boston: Little Brown and Company, 1942.

Phase-Elective English Program. Scottsville, Ky.: Allen County High School, 1969.

USOE Project 661691. Project Apex: Appropriate Placement For Excellence in English. Trenton, Michigan: Trenton Public Schools, 1966.

STORY OF THE ENGLISH LANGUAGE (Phases 4-5)

Course Description

This course is the study of English from its beginning to the present time, including how current usages developed, early dictionaries, how English differs from other languages, how new words are formed, American English, and new developments in English.

Achievement Level

Students enrolled in this course should be reading on the secondary level and should have an interest in the English language.

Objectives

To encourage investigation into the English language.

To develop an understanding of language.

To emphasize the importance of language in our lives.

To gain knowledge of one's own language patterns.

To relate oral language and written language.

Material Provided for Students

Geist, Robert J. A Short History of English.

Course Outline

I. Theories of language origin

II. The beginnings of the English language

   A. The Indo-European family of languages

   B. The Germanic languages

III. Old English

   A. Four dialects

   B. Vowel sounds

   C. Consonant sounds

- D. Word stress
- E. Pronouns
- F. Modifiers
- G. Case
- H. Word order
- I. Verbs
- J. Inflection

IV. Middle English
- A. Inflection
- B. Word order
- C. Structure words
- D. Analogy
- E. Pronunciation
- F. Word borrowings

V. Elizabethan Age
- A. King James Authorized Version of the Bible
- B. Influence of William Shakespeare

VI. Modern English
- A. Snytactic change
- B. Word order
- C. Pronoun forms
- D. Sound changes
- E. New vocabulary
- F. Grammar books and dictionaries

VII. American English
- A. Borrowings from other languages
- B. New American words

C. Special vocabularies

D. American dialects

VIII. English around the world

IX. New developments in English

A. Structural grammar

B. Transformational grammar

C. Other new grammars

Nine Weeks' Plan

Week 1

Introduction to the course.

Discuss theories of language.

Study the beginnings of the English language.

Quiz over material covered.

Week 2

Investigate the characteristics of Old English.

Listen to "Beowulf" in Old English.

Week 3

Discuss the Middle English period.

Compare to Old English.

Study language of the Elizabethan Age.

Weeks 4-5

Provide thorough study of Modern English.

Assign special study of grammar books and dictionaries.

Weeks 6-7

Present plan of study for American English.

Investigate borrowings from other languages.

Determine how American English is different.

Develop special vocabularies for sub-cultures.

Discuss American dialects.

Weeks 8-9

Discuss traditional grammar and compare to structural grammar and transformational grammar.

Write own grammar.

Introduction to other new grammars.

Final summary and evaluation.

Suggested Approaches

Students may keep a scrapbook for collections of quotations, newspaper clippings, slogans, etc. that relate to the study of language.

Panel discussions.

Independent investigations in the study of language.

Supplementary Materials

Films

The English Language: How It Changes

Kits (records and filmstrips or tapes)

"Linguistic Background for English Gr. I."

"Linguistic Background for English Gr. II"

Filmstrips

The Dictionary in Action (Set of 3)

Keys to Word Meaning

Records

"A Thousand Years of English Pronunciation"

"Americans Speaking"

"Sounds of Spoken English"

Books

Allen, Harold B. and others. New Dimensions in English. Wichita, Kansas: McCormick-Mathers Publishing Co., Inc., 1967.

Coutler, Charles. The English Language: from Anglo-Saxon to American.

Laird, Helene and Charlton. The Tree of Language.

Pei, Mario and Gaynor, Frank. Dictionary of Linguistics.

Scargill, M. H. and Penner, P. G. Looking at Language.

Stageberg, Norman C. and Anderson, Wallace. Readings on Semantics.

Bibliography

Allen, Harold B., ed. Readings in Applied English Linguistics. New York: Appleton-Century-Crofts, 1964.

Baugh, Albert C. History of the English Language. (Available in Hardin County Materials Center).

Gleason, H. A., Jr. Linguistics and English Grammar. New York: Holt, Rinehart and Winston, Inc., 1965.

Kin, David. A Dictionary of American Maxims. New York: Philosophical Library, Inc., 1955.

McCormick, Paul and others. Adventures in English Literature. New York: Harcourt, Brace, and World, Inc., 1968.

Postman, Neil. Language and Reality. New York: Holt, Rinehart, and Winston, Inc., 1966.

Postman, Neil, and Damon, Howard. Language and Systems. New York: Holt, Rinehart, and Winston, Inc., 1966.

Pyles, Thomas. The English Language: A Brief History. New York: Holt, Rinehart, and Winston, Inc., 1968.

Robertson, Stuart and Cassidy, Frederic G. The Development of Modern English. Englewood Cliffs: Prentice-Hall, Inc., 1954.

Stageberg, Norman C. An Introductory English Grammar. New York: Holt, Rinehart, and Winston, Inc., 1965.

GREAT BOOKS (Phases 4-5)

Course Description

Reading and evaluating some of the world's greatest books will be the main function of the Great Books course. Distinction will be made among authors, their style, their techniques, their themes, their tone, their historical significance and their point of view. The books will be read not merely as literary types, but as devices to express the developing nature of man and his relationship to his changing environment.

Achievement Level

Students should be reading above grade level, and should have the ability to read critically, and appraise the literary quality of the book. Furthermore, they should have the incentive to read extensively.

Objectives

To arouse and encourage an interest in the developing nature of man and his relationship to his changing environment.

To emphasize the merits of the individual.

To acquaint students with philosophical and moral value.

To help students see that environment plays its part in relationship to their problems.

To present literature as a source of rich, personal development through understanding self as well as others.

To develop the appreciation of good literature.

Materials Provided for the Student

Books

Dostoevski, Fedor. Crime and Punishment.

Lockerbie, Bruce D. Patriarchs and Prophets: Literature from the Old Testament. (Taken from the King James Version of the Bible.)

Hemingway, Ernest. The Old Man and the Sea.

Shakespeare, William. Othello.

Shaw, George Bernard. Pygmalion.

Ibsen, Henrick. A Doll's House.

Paton, Alan. Cry, the Beloved Country.

Course Outline

I. Introduction to course
  A. Objectives
  B. Requirements
II. Books to be studied
  A. Crime and Punishment
  B. Patriarchs and Prophets
  C. The Old Man and the Sea
  D. Othello
  E. Pygmalion
  F. A Doll's House
  G. Cry, the Beloved Country
III. Conclusion

Nine Weeks' Plan

Week 1

Present the objectives of the course; explain requirements.

Assign the novel Crime and Punishment to be completed by Week Seven.

View filmstrips on The Novel in Literature.

Listen to the record Understanding and Appreciation of the Novel.

Assign The Old Man and the Sea to be completed in one week.

Begin the study of Othello, using small groups for discussion.

Show filmstrips on The Elizabethan Age.

Have students write on topics selected from The Old Man and the Sea.

Ask students to read at least one book from supplementary reading list for oral report during Week Nine.

Week 2

View filmstrips on Shakespeare and How to Read Drama.

Use tapes and transparencies on Art of Shakespeare and Shakespeare and Characters.

Promote class discussion on filmstrips and transparencies.

Complete the study of Othello.

Use recording of Othello and evaluate.

Evaluate The Old Man and the Sea.

Weeks 3-4

Present Patriarchs and Prophets; Literature from the Old Testament.

Study and discuss in class

A. Introduction

B. Types of literature and examples
   1. Epic
   2. Narrative
   3. Poetry
   4. Prophecy

C. Use suggested writing assignments

Listen to tapes on The Bible as Literature.

Complete the study of Patriarchs and Prophets.

Test the material covered.

Week 5

Lecture on modern drama and Shaw as a dramatist.

Study and complete Pygmalion during Week Five.

Week 6

Read and discuss in class A Doll's House.

Ask a student to give an oral report on the life and works of Ibsen.

Listen to the recording A Doll's House.

Give test on drama.

Weeks 7-8

Allow two weeks for reading Cry, the Beloved Country.

Present a film on Africa.

Assign topics for writing from this novel.

Organize a panel discussion on the study of this book.

Discuss Crime and Punishment, using Cliff notes.

Listen to recording and filmstrip on Life and Times, Works and Style of Dostoevski.

Complete study of Cry, the Beloved Country.

Give essay test on the novel.

Schedule oral book reports from supplementary reading list.

Week 9

Complete oral book reports.

Evaluate the course Great Books.

Supplementary Materils

Supplementary Reading List

Arnow, Harriet. The Dollmaker.

Bro, Margaret. Sarah.

Buck, Pearl. The Good Earth.

Bunyan, John. Pilgrim's Progress.

Butler, Samuel. The Way of All Flesh.

Caudill, Rebecca. Night Comes to the Cumberland.

Conrad, Joseph. Lord Jim.

Costain, Thomas B. The Silver Chalice.

Crane, Stephen. The Red Badge of Courage.

Cronin, A. J. Keys of the Kingdom.

__________. The Citadel.

Dickens, Charles. A Tale of Two Cities.

Douglas, Loyd C. The Robe.

Dumas, Alexander. The Count of Monte Cristo.

Faulkner, William. The Sound and the Fury.

Fitzgerald, F. Scott. The Great Gatsby.

Golding, William. Lord of the Flies.

Hardy, Thomas. The Mayor of Casterbridge.

________. Tess of the D'Urberville.

Hawthorne, Nathaniel. The House of Seven Gables.

Hemingway, Lawrence. For Whom the Bell Tolls.

Hudson, W. H. Green Mansions.

Hugo, Victor. Les Miserables.

Huxley, Aldous. Brave New World.

Joyce, James. A Portrait of an Artist As a Young Man.

Keller, Helen. The Story of My Life.

Kipling, Rudyard. Captains Courageous.

Marlowe, Christopher. Doctor Faustus.

Maugham, Somerset. Of Human Bondage.

Mitchell, Margaret. Gone With the Wind.

Nordhoff, Charles. Mutiny on the Bounty.

Orwell, George. Animal Farm.

Remarque, Erich. All Quiet on the Western Front.

Rolvaag, Ole. Giants in the Earth.

Scott, Sir Walter. Ivanhoe.

Shaw, G. B. Saint Joan.

Steinbeck, John. Grapes of Wrath.

Stevenson, Robert Louis. Kidnapped.

Swift, Jonathan. Gulliver's Travels.

Thackeray, William M. Vanity Fair.

Tolstoy, Leo. War and Peace.

Uris, Leon. Exodus.

Walker, Mildred. Winter Wheat.

Warren, Robert Penn. All the King's Men.

Wolfe, Thomas. Look Homeward Angel.

Bibliography

Dostoevski, Fedor. Crime and Punishment. New York: Bantam Books, Inc., 1962.

Hemingway, Ernest. The Old Man and the Sea. New York: Macmillan Co., 1959.

Ibsen, Henrich. A Doll's House. New York: Signet Classics, 1960.

Lockerbie, D. Bruce. Patriarchs and Prophets: Literature from the Old Testament. New York: Holt, Rinehart and Winston, Inc., 1969.

Paton, Alan. Cry, the Beloved Country. New York: Charles Scribner's Sons, 1948.

Phase-Elective English. Jeffersontown, Kentucky: Jefferson County Public Schools, 1969.

Pooley, Robert, and Others. "Pygmalion." England in Literature. Chicago: Scott, Foresman and Co., 1957. 661-713.

Shakespeare, William. "Othello." Shakespeare The Complete Works. New York: Harcourt Brace and Co., 1952. 1056-1100.

USOE Project 661691. PROJECT APEX: Appropriate Placement for Excellence in English. Trenton, Michigan: Trenton Public Schools, 3rd Edition (Revised), Spring, 1967.